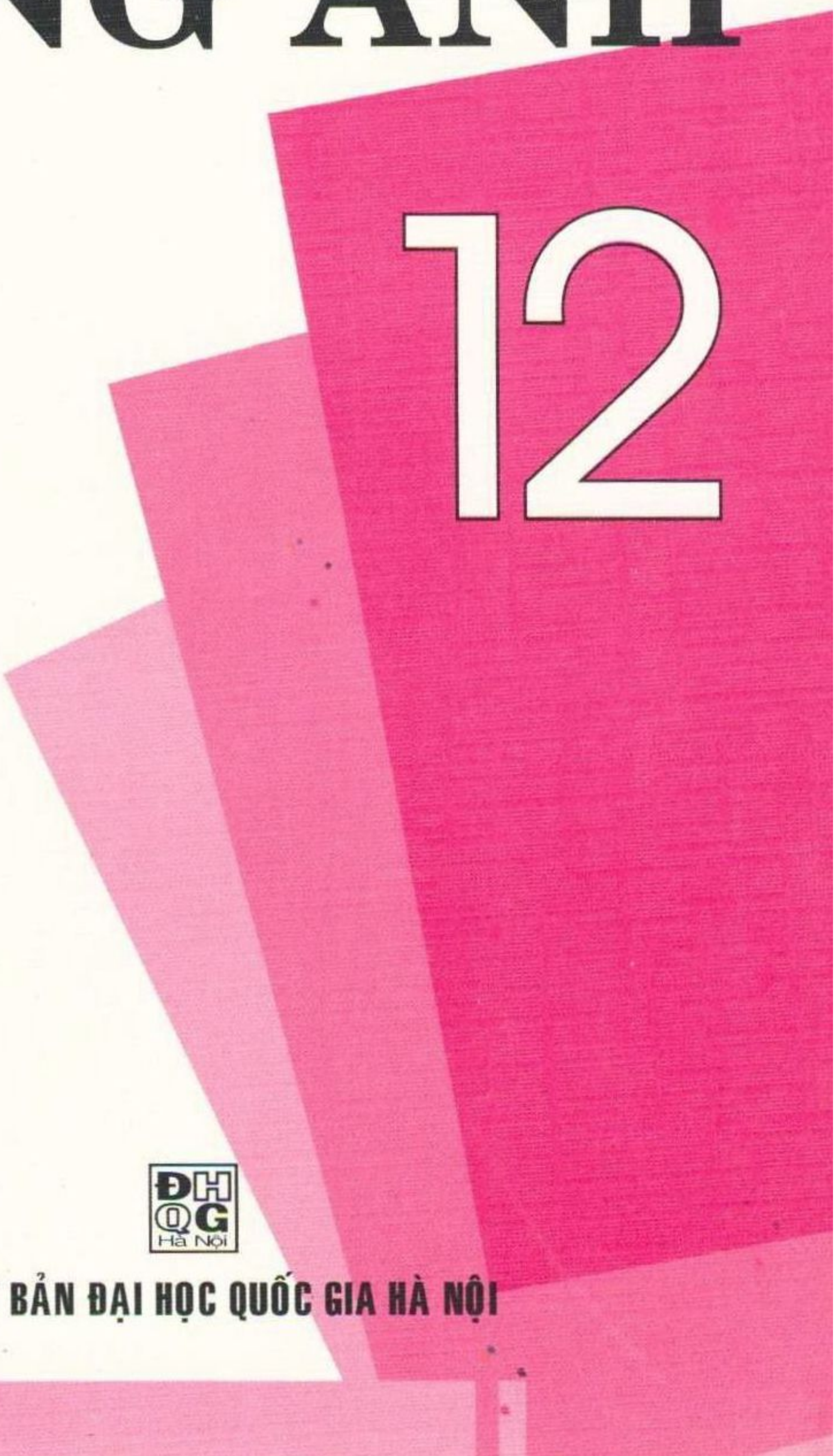
Thiết kế bài giảng

TIẾNG ANH

(Chương trình chuẩn)

12



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NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

TRẦN THỊ ÁI THANH - HỒ THỊ TÂN HOA

Thiết kế bài giảng
TIẾNG ANH
12

(Chương trình chuẩn)

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI
16 Hàng Chuối - Hai Bà Trưng - Ha Nội
ĐT (04) 9715013; (04) 7685236. Fax: (04) 9714899

***

Chịu trách nhiệm xuất bản:

Giám đốc PHÙNG QUỐC BẢO
Tổng biên tập NGUYỄN BÁ THÀNH

Biên tập nội dung
HẢI NINH
Sửa bài
HOÀNG VĨNH
Chế bản
CÔNG TI ANPHA
Trình bày bìa
SƠN KỲ
Đối tác liên kết xuất bản
CÔNG TI ANPHA

SÁCH LIÊN KẾT

THIẾT KẾ BÀI GIẢNG TIẾNG ANH 12 (Chương trình chuẩn)
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CONTENT

UNIT 1: Home life 5
UNIT 2: Cultural diversity 22
UNIT 3: Ways of socializing 43
UNIT 4: School education system 64
UNIT 5: Higher education 86
UNIT 6: Future job 103
UNIT 7: Economic reforms 126
UNIT 8: Life in the future 144
UNIT 9: Deserts 164
UNIT 10: Endangered species 180
UNIT 11: Book 200
UNIT 12: Water sports 216
UNIT 13: The 22nd Sea Games 232
UNIT 14: International organizations 250
UNIT 15: Women in society 269
UNIT 16: The association of South East Asian nations 286

READING

Aims: By the end of the lesson, students will be able to:

- understand the passage about home life.
- guess the meaning in context.
- talk about their family.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Fact or Fiction?** - Deliver handouts. - Ask Ss to work in pairs to decide whether the following sentences are true or false and write the letter next to their answers in the box below. - If their answers are right, they will find out a word. - The first pair who has the correct answer wins. - Check Ss' understanding of the instructions and let them start the game. - Congratulate the winner. **True False** 1. **An aeroplane lands on a runway.** **F H** 2. **A clock has hands.** **A O** 3. **You can catch a train at a power station.** **E M** 4. **You can milk a cow.** **I C** 5. **A river has a mouth.** **L B** 6. **A penny has two sides "heads" and "feet".** **U Y** $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ $\boxed{5}$ $\boxed{6}$ **Answer keys:** 1. T 2. T 3.F 4.T 5.T 6. F Key word in the box: **FAMILY** **Lead-in:** (Show Ss a picture of a family) - Who do you think they are? (*parents and children*) - Where are they? (*at home)* - What are they doing? (*the mother is helping the daughter with her study, the father is playing with the son)*	**5 mins**

	- Are they happy? How do you feel when you see such a warm and peaceful scene? Our reading lesson today is about home life and the responsibility of each person in the family. **Variations: Dictated sentences** - Dictate the first sentence from the reading passage, word by word. (*eg. I come from a family with five people.*) - Pause for 30 seconds between each item while Ss write down all the thoughts that go through their heads about the probable content of the reading passage. - Ask Ss to guess what they are going to read.	
2. Pre-reading	**Pre-teaching vocabulary** 1.**take/ assume responsibility for sth/ doing sth** (explanation): a duty to deal with or take care of sth/ sb, so that you may be blamed if sth goes wrong. (đảm nhận trách nhiệm làm gì/ đối với..) Example: We are recruiting a sale manager who takes responsibility for the European market. 2. **secure** [si'kjuə] (n) (synonym): safe (yên tâm; an tâm) 3. **trick** [trik] (n) (context): something that you do to make sb believe sth which is not true, or to annoy sb as a joke. (trò chơi khăm) Example: It's April 1st.The naughty students have decided to play some April Fool's tricks on their teacher. + to play tricks on sb: chơi khăm ai 4. **close-knit** ['klousnit] (a) (explanation): having strong relationship with each other(khăng khít) 5. **mischievous**['mistʃivəs] (a) (translation): impish; having fun by playing harmless tricks on sb (quái ác, tinh quái; tinh nghịch) 6. **pressure** ['preʃə(r)] (n) (synonym): stress; difficulties and feelings of anxiety that are caused by the need to achieve or to behave in a particular way. (áp lực, sức ép) + to be under pressure: chịu sức ép, bị ảnh hưởng bởi sự cấp bách hoặc bắt buộc.	**7 mins**

3. While-reading	Example: She is constantly under pressure and it is affecting her health. + to put sb under pressure to do sth: thúc bách ai làm gì. 7. **join hands to do sth**(idm) (translation): chung tay làm việc gì 8. **household chores** ['haushould tʃɔ:z] (n) (context): jobs around the house (việc nhà, việc vặt trong nhà). Example: I often help my mother with household chores such as cleaning the house, washing the dishes, cooking etc. **Checking: Slap the board** - Divide the class into 2 groups: A & B - Each group chooses 5 Ss to stand in a line in the front of the board. - Write the words which have been taught on the board at random. - Tell Ss you are going to read the explanations or Vietnamese equivalents of the words. They are going to listen and then slap the correct word on the board. With one correct word, the group receives one point. The group with more points wins the game. **Activity 1: Questions and Answers** (task 2, page 14) - Ask Ss to work in groups of six to answer the questions. - Deliver a poster and a board marker to each group. - Give the questions, one by one to the groups. Tell Ss if they finish answering the first question they are allowed to receive the next one. Ss stick the posters on the board when they have finished all the sentences. - The first group to have the most correct answers is given good marks. **Here are the questions:** 1. How many people are there in the family in the passage? Who are they? 2. What are the jobs of the mother and the father? 3. How caring is the mother? 4. What does the daughter of the family attempt to do after secondary school?	**20 mins**

5. Why do the children feel they are safe and secure in their family?

Expected answers:

1. There are five. They are the father, the mother, the daughter and two younger brothers.
2. The mother is a nurse and the father is a biologist.
3. She is always the first one to get up in the morning to make sure that her children leave home for school with breakfast and in suitable clothes. She always makes dinner before her husband comes home.
4. She attempts to win a place at the university.
5. Because they are very close-knit and supportive of one another. They often share their feelings and whenever problems come up, they discuss them frankly and find solutions quickly.

Activity 2: Summary completion

' I come from a family of (1) ....people: my parents, my two younger brothers and I. My mother works as a (2) ....in a big hospital. She is a very caring woman (3)......... takes the responsibility for running the household. My father is a (4)........... He is always willing to give a hand with cleaning the house. He enjoys (5) .... too. At weekends, he sometimes cooks us some special dishes.

My parents are very busy at work but they always try to spend as much time for us as possible. Both of my parents join (6) .... to give us a nice house and a happy home.

We are a very (7).......... family. We often share our (8)........ with one another. We always feel safe and secure in our family'

- Arrange Ss to work in pairs.
- Tell Ss to read the passage again and then close all their books.
- Give Ss the handouts with the summary of the passage and ask them to find a suitable word to fill in each gap in the passage.
- Invite Ss to give the answers.
- Check the answers with the class.

	Key: 1. five 2. nurse 3. who 4. biologist 5. cooking 6. hands 7. close-knit 8. feelings	
4. Post-reading	**Chatting** - Ask Ss to work in pairs to talk about their family. - *How many people are there in your family?* - *What are their jobs?* - *Are you the oldest child, the youngest child or somewhere in the middle?* - *Do all your family members live together?* - *How do they share housework?* - *What do you like about each of them?* - Call on some pairs to act out their conversation in class. - Make comments.	**12 mins**
5.Home-work	**Writing** - Ask Ss to write about their family	**1 min**

UNIT 1

HOME LIFE

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about household chores.
- express their ideas about family life.

Teaching aids: pictures, cards.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Looking and guessing** - Divide the class into 2 groups. - Each group chooses one representative to go to the board. - Prepare cards with the following phrases on. 1. *Making the bed* 2. *Washing dishes* 3. *Cleaning the floor* 4. *Watering plants* 5. *Cooking meals* 6. *Going shopping* - Show the cards, one by one to the representatives of the groups to read. These students will then mime the words/ phrases so that their group can guess what the words/ phrases are. - The first group to call out the correct phrases gets one point. - The group with more points wins the game. - Have Ss start the game and congratulate the winner. **Lead-in:** Write the phrases on the board and ask Ss some questions to introduce the lesson. - Who often does these things in your family? - Do you have any duties to your family? - What are they? What do people in your family expect from you?	**5 mins**
2. Pre-speaking	**Read and Tick** (task 1, p.15) - Ask each student to read the sentences and check the	**7 mins**

3. While-speaking	ones that apply to her/ him and her/ his family. **Drilling** - Put Ss into pairs to practise speaking about their family, based on the sentences in Task 1. - Call on some Ss to speak out their ideas. - Make comments. **Activity 1: Who works in your family**?(task 2, p. 15) - Ask Ss to work in pairs to ask each other the following questions + *Who works in your family?* + *Who does household chores?* + *What's your responsibility in the family?* + *What is the interest the family members share closely?* + *Who is the person you often share secrets with?* + *Who is the person you talk to before making an important decision?* - Move around the room to give help and jot down Ss' mistakes in pronunciation and grammar for later correction. - Call on some pairs to act out their dialogues. - Make correction and comments. **Activity 2: Role-play** - Arrange Ss to work in groups of four or five and act as if they were members of a family (the father, the mother, the eldest child, the youngest child, or the son, the daughter). - Each person in the family says something about their family and duties to their family. - Call on some groups to act out in front of the class. - Make corrections if needed and make comments. ***Suggested ideas:*** - *I am the eldest child in my family. I come from a family of four: my father, my mother, my sister and I. My parents love their children very much and have done everything for our upbringing.* - *As a father I've got a lot of duty to do. I have to go to*	**20 mins**

	work to support my family. I've got to help my wife with housework. *- As a mother, I have to do household chores and keep the house in order. I have to cook meals, go shopping, wash up ...My husband sometimes helps me.* *- After school I always make time to help my mother with housework and my younger sister with homework. We as children always try to get on well with one another in order to create a happy and harmonious home environment.*	
4. Post-speaking	**Writing** - Ask Ss to write a few sentences about the work they often do to help their mother in the house. - Tell Ss to form in groups of 4 or 5 to exchange their writing for correction and share ideas. - Give feedback and comments.	**12 mins**
5. Home-work	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 1 HOME LIFE

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen and pick up specific details.
- listen and understand general ideas.
- talk about household chores and family life.

Teaching aids: realia, handouts, CD player, pictures.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Touching the objects** - Divide the class into two groups, A and B. Each group gets a representative who is blindfolded to take part in the game. -Give these students objects, one by one. They in turn touch the object, name the object, and then write it on a piece of paper. (**h**at /**o**range/ **m**irror / **e**ar / **l**emon /a sheet of **i**ron / **f**an / **e**gg) - The rest of Ss in the two groups can help by giving the explanation/definition of the word. - Continue the game in the same way until it ends. - Uncover their eyes and ask them to write the words on the blackboard. - The group with more correct words wins the game. -Check the instructions with the whole class. - Have Ss start the game and declare the winner. The initial letter of each word makes meaningful words: **HOME LIFE** **Lead-in:** In today's listening section, you will hear the conversation between Paul and Andrea talking about their family.	**5 mins**
2. Pre-listening	**Pre-teaching vocabulary** 1. **reserve** sth (for sb/sth) [ri'zə:v] (synonym): book sth (đặt trước) Example: I'd like to reserve a table for three for 8 o'clock. 2. **coach** [koutʃ] (n) (picture): a comfortable bus for carrying passengers over long distances (xe chở khách đường dài) 3. **spread out** [spred aut] (v) (miming + explanation) (spread-spread):cover a large area 4. **leftover** ['left'ouvə] (n) (usually pl) (explanation): food that has not been eaten at the end of a meal (thức ăn thừa)	**7 mins**

	5. **flight** [flaɪt] (n) (definition): a journey made by air, especially in a plan. (chuyến bay)	
3. While-listening	**Checking:** - Tell Ss to listen to the explanations in English and say the word. - Check the answers with the class. **Activity 1**: **Listen and tick**(task 1, page 16) - Tell Ss they are going to listen to the conversation between Paul and Andrea, talking about their family. - Ask Ss to listen and tick (√) what is true or false about them. - Let Ss listen for the second time if necessary. - Go over the answers with the class. **Expected**: 1. F 2. F 3. F 4. T 5. T **Activity 2**:**Listen and take notes** (task 2, page 17) - Ask Ss to listen again and note down two things that are different about Paul's and Andrea's family. - Call on some Ss to read their notes and check with the class **Expected:** Paul: - *His family members are not very close.* - *The family often eat the meal the mother cooks at home.* Andrea: - *His is a close-knit family.* - *The family often go out to eat when they get together.*	**22 mins**
4. Post-listening	**Speaking: Personalization** -Arrange Ss to work in groups of four or five. - Ask them to interview one another to get and give information about the members of their family. (*their ages / names / what they do/ what they are like / what they are interested in / how they are similar or different)* - Go around the class to give help if necessary. - Call some Ss to report to the class about their partners.	**10 mins**

	- Make comments on what Ss have.	
5. Home-work	**Writing** -Ask Ss to write a short paragraph about the importance of family in their life.	1 min

UNIT 1

HOME LIFE

WRITING

Aim: By the end of the lesson, students will be able to:

- write a letter to tell about their family rules.

Teaching aids: handouts

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Charades** - Arrange Ss to work in 8 groups. - Ask Ss to think of one thing they are allowed / not allowed / or have to do at school and write it on a slip of paper. - Tell Ss that they have to use the following phrases: *We aren't allowed to…* *………….. isn't allowed./ ……….. is required.* *They won't let us ………* *We have to …………* Example: + *We are not allowed to ride motorcycles to school.* + *They won't let us smoke.* + *We all have to show respect to teachers.* + *We aren't allowed to swear/ fight / cheat in the exam.* - Representatives from the groups take turns to act out the meanings with gesture and expressions (without speaking or writing). The others in the class guess what they are trying to communicate.	6 mins

- Each correct answer gets one point.
- The group guessing the most phrases or sentences in the shortest time is the winner of the game.

Lead-in:
- Most schools have their own rules and disciplines and so do the families.

What rules do you have in your family?
Today we will focus on writing about family rules.

2. Pre-writing

9 mins

What Are You Allowed to Do?
- Put Ss into groups of four.
- In groups, each student in turn asks the other three these questions and puts their answers in the boxes.
- Tell Ss to put a tick (√) for "Yes" and a cross (×) for " No".

Are you allowed to...	**S1**	**S2**	**S3**	**S4**
stay in bed late at weekend?				
come home late at night?				
watch TV after ten pm?				
have a pet?				
have boyfriends/girlfriends?				
wear whatever clothes you want?				
do household chores?				
invite your friends to your house without asking your parents?				

- When Ss have finished, ask them to write about the results, using phrases like these:

* *All of us have to …* (share household chores…)
* *Three of us are allowed to …* (stay in bed late at weekend…)
* *One of us is not allowed to…* (have pets…)
* *None of us is allowed to…* (have boyfriends/ girlfriends)

- Invite some groups to report the results of theirs to the class.

	Variations:(for advanced students) - Ask Ss to discuss the following questions in small groups. 1. *Were your parents strict with you when you were younger?* *2. What rules did you have about:* *- homework?* *- household chores?* *- television and music?* *- clothes, jewellery and hairstyles?* *- bedtime/ staying out late?* *3. What happened if you broke the rule? (Give some examples)*	
3. While-writing	**Write it yourself** - Tell each student to write a letter to a pen pal about family rules, beginning as follows: *Every family has its own rules. Mine has a few. First,...* - Go around to control and give help if necessary. - When Ss have finished, collect Ss' writing. ***Suggested writing:*** *Every family has its own rules. Mine has a few.* *My younger brother and I always have to listen to my parents' advice and help around the house. As the eldest child in my family, after school, I have to make time to help my mother with housework and my brother with homework while my brother is responsible for cleaning the house. My parents are very strict with us in all the ways we do.* *They don't allow us to dress badly and have ridiculous hairstyles or strange friends. They never let us talk too long with friends on the phone or watch too much TV. We are allowed to go out with friends only on some special occasions. None of us is allowed to go out at night.* *Sometimes we feel unpleasant with the rules but we know we must stick to them to make our parents happy.*	**18 mins**
4. Post-writing	**Peer correction** - Ask one or two Ss to write their writing on the board. - Tell the class to read together and correct the mistakes.	**12 mins**

	- Give feedback and comments.	
5. Homework	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 1 HOME LIFE

LANGUAGE FOCUS

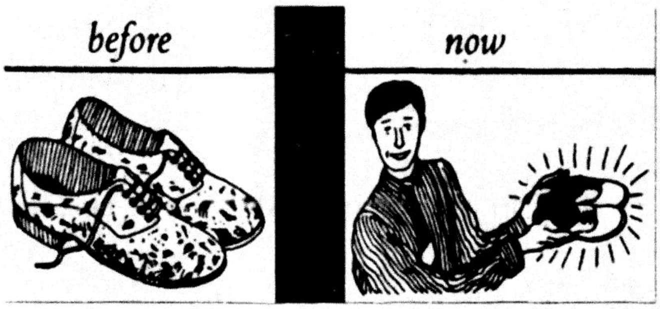
Aims: By the end of the lesson, students will be able to:

- recognize the differences in pronunciation of the *–s* ending sound.
- revise the use of some tenses. (past simple and present perfect).

Teaching aids: pictures, handouts, coins, small pieces of paper.

PROCEDURE

Stages	Activities	Timing
1. Pronunciation	**Game: Sound discrimination** - Divide the class into two groups. - Stick 10 pictures on the board and tell the groups to name the pictures. - Ask each group to arrange the words into two groups according to the pronunciation of the –s ending sound, then write the results on the board. - The group with more correct answers wins. **Expected answers:** - elephants - woods - books - shoes - lamps - handbags - months - peas - speaks - ties **Presentation** - Elicit the spelling rules from Ss: • We add -s or -es to a noun to make it a plural one. It is pronounced /z/, /s/ or /iz/ Example: a bird → birds a hat → hats	**14 mins**

	a bus → **buses** a potato → **potatoes** • We add –s / -es to make the third person singular present. It is the same. Example: to pass → **passes** to go → **goes** to do → **does** to speak → **speaks** (a). We pronounce the –es ending sound /iz/ when the word ends with the sounds /ʃ/; /tʃ/; /dʒ/; /s/; /ʒ/ or /z/ (b). We pronounce the –s ending sound /s/ when the word ends with the sounds /f/; /k/; /p/; /t/; /θ/ (c). We pronounce the –s ending sound /z/ when the words end with all the sounds except those in (a) and (b). **Practice** - Read the words and ask Ss to repeat. - Ask Ss to work in pairs and practise reading the sentences on page 18. - Call on some Ss to read the sentences aloud. - Make some corrections if necessary.	
3. Grammar **Presentation**	**Present Perfect and Simple Past** - Show Ss a picture and ask questions to elicit the answers from Ss.  + **How did the shoes look a few minutes ago?** Expected: *They were very dirty / They looked dirty.* + **Look at them now. - They are clean. Why is that?** Expected: *He has just cleaned them.* - Ask Ss what tense is used in the sentence. - Elicit the differences between Past Simple and Present Perfect from Ss.	**30 mins**

	Notes: **The Present Perfect** The Present Perfect relates past time to present time. It has three main uses. **1.To express unfinished past** Example: - *I've lived here for five years. (I started living here five years ago and I still live here).* - *He has been a teacher since he was twenty-one.* **2. To express an experience that happened some time in your life. It is the experience that is important, not when it happened.** **Example:** - *I have been to Australia. I went three years ago.* **3. To express the present importance of a past event, usually a recent event. It is often used when giving news.** Example: - *I have lost my credit card. Have you seen it?* **The Simple Past** **- The Simple Past refers to definite time in the past We can use Simple Past if the context is in the past.** Example: - *I saw her this morning.* (= now it is evening, the morning is finished) - *He was in prison for 25 years.* (= the context is a story in the past)	
Practice	**Activity 1: Choosing the right tense** (Exercise 1, p. 18) -. Ask Ss to do the task individually. - Go around to give help if necessary - Call on some Ss to give the answers. - Give feedback. **Expected:** 1. Have you seen 2. has written 3. has asked 4. Did you give-saw 5. didn't listen 6. Have you two met 7. Did you meet **Activity 2: Multiple Choice** (Exercise 2, p.19)	

	- Put Ss into pairs. - Ask Ss to do the task. - Go over the answers with the whole class. **Expected:** 1. B 2. C 3. A 4. A 5. B 6. B 7. B 8. C 9. B 10. C 11. B 12. C 13. C 14. A 15. B	
4. Home-work	**Error recognition** - Give Ss the handouts. ***Hans is visiting Britain. Hans has written the letter below to one of his friends. There are six mistakes in Hans’ letter. Correct his mistakes.*** *Dear Susie,* *Well, I have arrived here in Liverpool last week. So, I've been here since about nine days now. I've already seen a lot of things but fortunately, I haven't gone to London yet. Last night, I've seen a very interesting film. It's been about life in Scotland. I enjoyed it very much. I've learnt so much in a short time. I'm writing to you tonight as I can't go out because I'm waiting for a phone call which didn't come yet. Well, it seems a long time since I saw you. I hope you haven't missed me too much!* *With very best wishes,* *Hans* **Key:** 1. I arrived here in Liverpool last week. 2. I’ve been here for about nine days now. 3. I have been to London yet. 4. I saw a very interesting film. 5. It was about life in Scotland. 6. I’m waiting for a phone call which hasn’t come yet.	**1 min**

UNIT 2 CULTURAL DIVERSITY *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about cultural diversity.
- guess the meaning in context.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Hot seats** - Break the class into two groups, A and B. - Choose two representatives from the two groups to sit in the 'hot seats' in the front with their backs to the board. - Write a word on the board and ask the groups to explain, describe or define the word in any ways so that their team mates in the 'hot seats' can speak out the word. - Award one point to the fastest group to succeed in guessing the word. - The group with more points is the winner. These are the words to guess: **house / love / money / job /health / fame** **Lead-in:** In your opinion, which of the above factors is the most important for a happy life? Why? In today's lesson, we'll focus on the different ideas about love and marriage of the Americans and Asians.	**5 mins**
2. Pre-reading	**Pre-teaching vocabulary** 1. **precede** [pri:'si:d] (v): happen before sth or come before sth/sb in order. (đến trước, đi trước) 2. **confide** [kən'faid] (v) (in sb) (explanation): tell sb secrets and personal information because you feel you can trust in them. (tin tưởng, giao phó) Example: It is important to have someone you can	**9 mins**

confide in.

3. **partnership** ['pɑ:tnəʃip] (n) (translation): the state of being a partner in business (tình trạng là người chung phần, nhất là trong kinh doanh; sự cộng tác)

+ be in partnership with sb/ go into partnership with sb

4. **determine** [di'tə:min] (v) (explanation): officially decide or arrange sth (quyết định, xác định)

+ be determined to do sth: (quyết tâm, kiên quyết làm gì)

5. **sacrifice** ['sækrifais] sth (v) (for sb/ sth) (context): to give up sth that is important or valuable to you in order to get or do sth that seems more important for yourself or for another person. (hy sinh)

Example:

She sacrificed everything for her children.

6. **oblige** [ə'blaidʒ] **(to do sth)** (usually passive) (synonym): to force (sb to do sth), by law because it is a duty,etc. (bắt buộc cưỡng bách)

Example:

- He suffered a serious injury that obliged him to give up work.

+ be obliged to sb (for sth/ for doing sth) (formal): used when you are expressing thanks or asking politely for sth, to show that you are grateful to sb. (biết ơn ai vì đã giúp đỡ một việc gì)

7.**counterpart** ['kauntəpɑ:t] (n) (explanation): a person or thing that has the same position or function as sb/ sth else in a different place or situation. (bên tương ứng, đối tác)

Checking: Gap-fill

1. Parents are .... by law to send their children to school.
2. An Indian woman has to .... more in a marriage than a man.
3. The sales director phoned her .... in the other company.
4. They agreed that it was unwise to .... in their wives.
5. Love is supposed to follow marriage, not

	.... it. 6. An inquiry was set up to .... the cause of the accident. 7. He developed his own program in .... with an American expert. Expected: 1. obliged 2. sacrifice 3. counterpart 4. confide 5. precede 6. determine 7. partnership	
3. While-reading	**Activity 1: Guiding questions** - Get Ss to read the reading passage and answer the questions. - Ask Ss to compare the answers with their partners. - Call on some Ss to write the answers on the board. - Check with the class. 1. What is the survey about? 2. What are the four key values in the survey? Expected answers: 1. The survey is about the traditional attitudes of Americans and Asians toward love and marriage. 2. They are Trust build on love; Physical attractiveness; Confiding; Partnership of equals. **Activity 2: Multiple choice** - Break the class into 4 groups. - Set a limit time for 5 minutes for Ss to read the passage. - Give each group three cards - A, B and C. - Hang on a chart and tell the groups to read and decide to choose the correct answers by holding up the card A, B or C. - Read each sentence and check the answers with the whole class. - Ask Ss to give the reason of their choice. **Here are the sentences on the chart.** 1. Americans believe in .... marriage - a boy and a girl are attracted to each other, fall in love and decided to marry each other A. **contractual** B. **romantic** C. **lucky** 2. Asians believe in .... marriage – the parents	**18 mins**

	of the bride and the groom decide on the marriage. A. **traditional** B **romantic** C. **contractual** 3. The Americans agree that a wife should maintain her beauty and ....after marriage. A. **character** B. **personality** C. **appearance** 4. The majority of Asian students reject the American view that marriage is .... A. **a partnership of equals** B. **based on love** C. **to sacrifice** 5 More Asian students agreed that a husband is obliged to tell his wife .... A. **where he has been** B. **about his work** C. **about his secrets** 6. Young Asians are not as ....as their American counterparts. A **trustful** B. **hard-working** C. **romantic** Key: 1. B 2. C 3. C 4. A 5. A 6. C	
4. Post-reading	**Discussion** - Break the class into 6 groups. - Assign 3 groups of Ss to discuss and find out the features of a traditional Vietnamese family, the other three a modern Vietnamese family. - Invite the groups' opinions. - Give feedback and make comments. **Suggested ideas**: **A traditional Vietnamese family** - *There are a lot of children in the family.* - *Parents often decide who their children will marry.* - *Wives never decide to do things in the family without asking their husbands' opinions. Men often achieve a dominant position in the family. The father is the head of the household, who presents authority and makes all the 'important' decisions. His wife is responsible for the domestic side of family life.* - *Men rarely cook meals in the kitchen. Cooking is*	**12 mins**

	considered women's task. **A modern Vietnamese family** - *There are only two children in the family.* - *Parents let their children decide whom they will marry.* - *Both the father and the mother work to earn the living.* - *The mother takes care of the housework and the children with the help of the father.* - *The father can look after his children and help in the house, even his wife doesn't go out to work.*	
5. Home-work	**Writing** - Ask Ss to write about their family, a traditional or a modern one?	**1 min**

UNIT 2 CULTURAL DIVERSITY

SPEAKING

Aims: By the end of the lesson, students will be able to:

- know about some typical features of different cultures.
- talk about the differences and similarities between Vietnamese and American cultures

Teaching aids: charts, pieces of cards, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Good luck or bad luck?** - Divide the class into 4 groups. - Each group is given 3 cards A, B and C. - Read the following questions one by one. 1. *In Britain, what does a black cat mean?* A. good luck B. bad luck C. a feature weeding	**5 mins**

	2. *On the day of her weeding, what mustn't a Chinese bride do?* A. have a bath B look into a mirror C. clean her shoes 3. *In France, what creature brings you good luck?* A. a mouse B. a spider C. a fox 4. *In Vietnam, what does it mean if you sneeze once?* A. someone is saying something good about you. B. someone is saying something bad about you. C. someone is in love with you. 5. *In China, which color is a symbol of good luck and happiness?* A. red B. white C. pink 6. *In Vietnam, what does it mean when it starts to rain on the wedding day?* A. the couple will be poor. B. the couple will be unhappy. C. the couple will be rich. - Tell Ss in each group to discuss and decide which they have to choose A, B or C, then hold up their cards (A, B or C) - Write Ss' answers on the board. - Hang on a chart with the questions you have just read and check the answers with the class. - The group with the most correct answers wins. Key: 1. A 2. B (because there must only be **one** bride on the wedding day) 3. C 4. A 5. A 6. C **Lead-in**: You know, people of different cultures have different belief and concepts of happiness. Today, we'll get to talk about the differences among cultures of some countries in the world.	
2. Pre-speaking	**Useful expressions** - Elicit some useful expressions to express the points of view from Ss + *I think/ feel/ believe ...*	**5 mins**

	+ *In my opinion / In my point of view/ As far as I am concerned/ For me ...* +*I agree / I don't agree/ It's not true because ...* + *Perhaps you are right, but.... / I think it's wrong to ...* + *I don't really have any strong opinions about...* + *Shall we come back to that later?*	
3. While-speaking	**Activity 1: What is your viewpoint?** (Task 1, p. 22) - Hang on a chart with the following sentences. 1. In Vietnam, three and four generations may live in a home. 2. A happy marriage should be based on love. 3. In some Asian countries, love is supposed to follow marriage, not precede it. 4. In Vietnam, a man and a woman may hold hands and kiss each other in public. - Put Ss into pairs to express their point of view upon the sentences, using words or expressions in the box. - Invite class opinions and go over the answers with the class. I think/ believe/ feel.... I don't agree..... In my opinion ... It's not true ..... In my point of view... That's wrong..... As far as I am concerned... I don't think so. **Activity 2: Discussion** (Task 2, p. 23) - Ask Ss to work in pairs, discussing and finding out the corresponding features of the Vietnamese culture. - Go around to control and give help if necessary. - Jot down some mistakes Ss have made for later correction. - Call on some Ss to present their ideas. - Give feedback and comments.	**20 mins**

Suggested ideas:

American	**Vietnamese**
1. Two generations live in a home.	*1. Three or sometimes four generations live under the same roof.*
2. Old-aged parents live in nursing homes.	*2. Elders live with children and are taken care by their son, daughters-in-law or daughters.*
3. It is not polite to ask questions about age, marriage and income.	*3. Asking about age, marriage and salary are acceptable.*
4. Americans can greet anyone in the family first.	*4. A Vietnamese greets the head of the family or an older person first, then the young ones.*
5. Christmas and New Year holidays are the most important.	*5. Tet is the most important.*
6. Americans celebrate birthdays and give presents at birthday parties.	*6. The Vietnamese celebrate dead days. They prepare meal and often invite their relatives and friends to get together and talk about good respect of the dead person.*
7. Young children sleep in their own bedrooms.	*7. Young children often sleep with their parents.*

4. Post-speaking	**Writing: Compare and contrast** - Ask Ss to work in 4 groups. - Give each group a poster and a board marker. - In groups, Ss write about the similarities and the differences between the Vietnamese and American cultures, then stick the posters on the board. - Invite representatives from the groups to report their ideas to the class. - Give feedback and make comments. ***Suggested ideas:*** **Differences:**	**14 mins**

	American culture: - *Most of the Americans are individualists.* - *People always ask if it's OK when they want to smoke.* - *People often kiss friends on the cheek when they meet to express friendliness.* - *Young people usually live in their own houses or flats after marriage.* - *Teenagers go out on dates a lot.* - *Asking someone about his/her age / marriage is considered to be impolite.* -*People live in nuclear family.* ***Vietnamese culture***: - *The Vietnamese are collectivists.* - *Smokers light up cigarettes at any time without asking permission.* - *The Vietnamese never exchange cheek-kisses. It is a shock to most married women.* - *It's OK to blow your nose in public.* - *Young people usually live with their parents after their marriage.* - *It's OK to ask people about their marriage / age.* - *People live in extended family.* **Similarities:** - *America and Vietnamese are multi-culture countries.* - *Both Americans and Vietnamese are friendly, hospitable, and hard-working people who always proud of their countries.* - *They both hate war and love peace.* - *They like doing charity work.*	
5. Home-work	**Writing** - Ask Ss to write a short paragraph about some typical features of the Vietnamese culture.	**1 min**

UNIT 2 CULTURAL DIVERSITY

LISTENING

Aims: By the end of the lesson, students will be able to.

- listen for the understanding of the passage about a wedding in Vietnam.
- listen for specific details.

Teaching aids: pictures, handouts, CD player.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Flashing the picture** - Flash a picture of a wedding ceremony and ask Ss what they see in the picture. - If necessary, make questions: + What is the picture about? + How many people are there in the picture? + Who are they? + What are they doing? - Invite some Ss to make guesses. - Show Ss the pictures so that they can have the right answers. **Lead-in:** - Have you ever been to a wedding ceremony? - What did you see there? Today, you will listen to two people talking about a wedding ceremony in Vietnam.	**3 mins**
2. Pre-listening	**Pre-teaching vocabulary** 1. **bride** [braid] (n) (picture) (cô dâu) 2. **groom** [grum] (n) (picture) (chú rể) 3. **altar** ['ɔ:ltə] (n) (picture) (bàn thờ) 4. **banquet** ['bæŋkwit] (n) (explanation): a formal meal for a large number of people, usually for a special occasion, at which speeches are made (buổi tiệc, yến tiệc). Example: a state banquet in honor of the visiting president.	**7 mins**

	Checking: ROR - Rub out the first word and ask Ss to read the whole list of words again. Continue with the next word and repeat until no word is left on the board - Ask Ss to write the words again on the board.	
3. While-listening	**Activity 1: Gap-fill** (Task 1, p.25) - Play the CD two times and get Ss to work in pairs to listen to the passage and fill in each gap with one word they hear. - Invite some Ss to give their answers. - Check the answers with the whole class. - Play the CD one more time for Ss to check (if needed). **Expected:** 1. the groom's parents 2. red papers 3. altar 4. at the wedding banquet 5. wedding cards/money gifts **Activity 2: Where is the answer?** (Task 2, p. 25) - Deliver handouts. - Tell Ss there are five questions and the answers to the questions which are put in the wrong order. There is one extra answer that they don't need to use. - Let Ss listen to the passage and find out the correct answers to the questions. - Give feedback. 1. What is the most important thing the groom's family has to do on the wedding day? 2. What would the groom and the bride usually do during the wedding ceremony? 3. When do the groom and the bride exchange their wedding rings? 4. Where is the wedding banquet usually held? 5. What do the groom, the bride and their parents do at the wedding banquet? E. They stop by each table to say thank to their guests.	**22 mins**

	D. They would pray asking their ancestors' permission to be married. C. To go to the bride's house bringing a lot of gifts wrapped in red papers. G. At the groom and bride's home, at a hotel or a restaurant. A. After they pray and ask their ancestors' permission to be married. B. When the M.C introduces the groom, the bride, the parents … Key: 1.C 2. D 3. A 4. G 5. E	
4. Post-listening	**Retell the wedding ceremony** - Arrange the class into groups of four or five. In groups, tell Ss to describe the wedding ceremony. - Invite the groups to report their ideas. - Give feedback and comments. - If needed, show Ss some pictures describing the wedding as hints. (see Appendix)	**12 mins**
5. Home-work	**Answer the questions** - Tell Ss to answer the question: '**What do families often do to prepare for a wedding ceremony?'** **Get on-line** - Ask Ss to search for the information on the Internet to find some interesting customs for births, marriages, the seasons or good luck	**1 min**

Appendix

UNIT 2 CULTURAL DIVERSITY

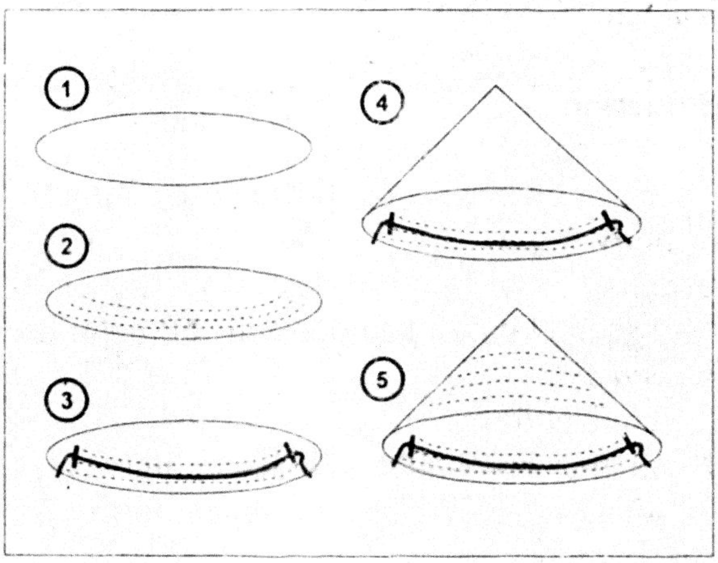
WRITING

Aims: By the end of the lesson, students will be able to:

- describe the typical features of a Vietnamese conical leaf hat.
- write the description of a conical leaf hat.

Teaching aids: pictures, handouts, realia.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Ambiguous picture** - Draw a small part of a picture, ask Ss what it is going to be. - Invite class opinions, do not confirm or reject their ideas. - Add a little more to the drawing and ask the question again. - Build your picture up in about 5 stages.  **Lead-in:** Today, we'll focus on how to write a description of the conical leaf hat, a symbol of Vietnamese culture.	**3 mins**
2. Pre-writing	**1. Brainstorming** - Draw a conical hat on the board. (or you can bring a conical hat along with you to the class) - Ask Ss to look at the conical hat and name different	**12 mins**

parts of the hat.

2. Pre-teaching vocabulary

1. **rim** [rim] (n) (realia/picture) (vành nón)
2. **rib** [rib] (n) (realia/picture) (gọng, sườn, gân)
3. **trap** [træp] (n) (realia/picture) (dây nón, giải nón)
4. **palm leaf** [pɑːm liːf] (n) (realia) (lá cọ)
5. **sew** [sou] (v) (miming) (khâu, may)
6. **trim** [trim] (v) (explanation): make sth neater, smaller, better by cutting parts from it; (usually passive) decorate sth, especially around its edges. **(xén tỉa, đẽo gọt; trang hoang, tô điểm)**
Example: a hat trimmed with flowers
7. **attar oil** ['ætə ɔil] (n) (definition): an essential oil usually made from rose petals. (một loại tinh dầu được làm từ cánh hoa hồng)

3. Outline

- Elicit the outline of a paragraph to describe the conical hat.

Introduction
- symbol of Vietnamese girls/ women
- part of the spirit of Vietnamese nation

Main body

Materials
- special kind of bamboo and soft palm leaves

Shape and size
- conical form
- diameter: 45-50cm; 25-30 cm high
- shaping 16-18 ribs into conical form

Process
- covering the form with leaves/ sewing leaves around ribs

Conclusion
- protecting people from rain/the heat of the sun
- girls/women look pretty/attractive

3. While-writing	**Write a paragraph** - Ask Ss to write a paragraph of about 150 words about the conical hat of Vietnam, based on the outline and the information above. - Move around the class to control and give help with vocabulary. - Collect Ss' writing when they have finished. - Deliver five pieces of writing to each group. - Tell Ss in each group to read and make correction if needed and choose the best one. - Call on some groups to read aloud their best writing. - Give feedback and make comments. ***Suggested writing***: *The conical leaf hat is one of the typical symbols of the Vietnamese culture because it can not be found from anywhere else in the world. The leaf hat is not only a symbol of Vietnamese girls / women, but also part of the spirit of the Vietnamese nation.* *The hat is made from a special kind of bamboo and young and soft palm leaves. The rims are shaped into conical form. The diameter of the hat is about 40-45 cm and its height is about 25 -30 cm. The form is covered with the palm leaves, which are then sewn into all rims. Finally, the hat is trimmed and painted with a coat of attar oil.* *The leaf hat is used like an umbrella to protect people from sun or rain. Beneath the broad rims of the leaf hat, the girls and women look pretty and more attractive.*	**20 mins**
4. Post-writing	**Speaking: Role-play** - Arrange Ss to work into pairs, one is a foreigner and the other is a student of English. - Tell Ss that the foreigner wants to know something about the conical leaf hat of Vietnam and the student has to describe it. - Ask Ss to make a conversation talking about the conical hat, based on the information from the outline or from the writing they have made. - Call on some pairs to act out their conversations if time allows.	**9 mins**

5. Home-work	**Review** - Ask Ss to revise their writing.	**1 min**

UNIT 2 CULTURAL DIVERSITY

LANGUAGE FOCUS

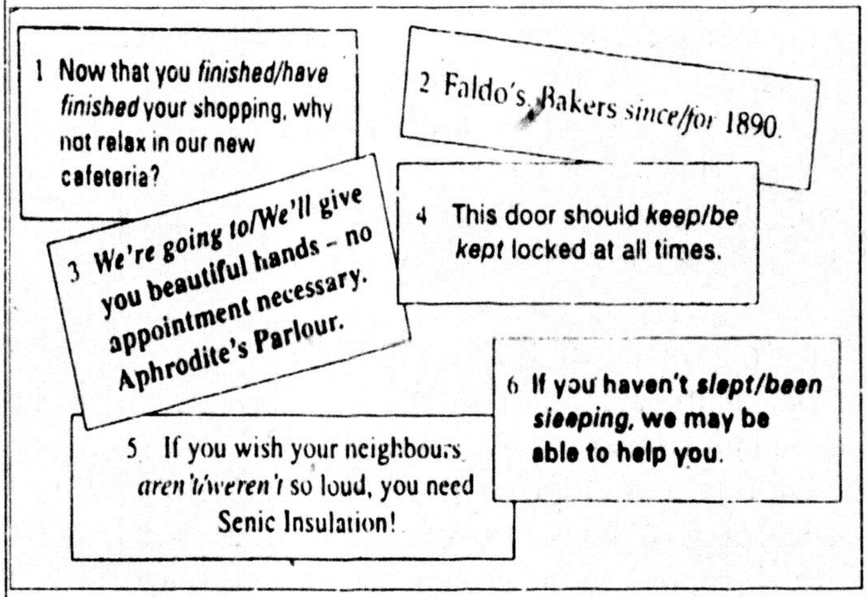
Aims: By the end of the lesson, students will be able to:

- distinguish between the differences in pronunciation of the –ed ending sound.
- revise the use of some tenses.

Teaching aids: pictures, handouts, flipcharts.

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1. Warm-up</td><td>Game: Sound classifying
- Hang on a flipchart with the verbs and the table below:
wash/ wait / waste / cause / ask / phone/ dance / end /stop / watch / arrange / open
<table>
<tr><th>/t/</th><th>/d/</th><th>/id/</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
- Tell Ss they are going to work in pairs to write the past tense of the verbs in the correct parts of the table according to the pronunciation of the -ed ending sounds.
- The first pair who has the correct answers is praised.
- Call on some Ss to go to the board, writing the verbs in the right column.
- Check with the whole class.
Expected answers:
<table>
<tr><th>/t/</th><th>/d/</th><th>/id/</th></tr>
<tr><td>washed
stopped
asked
danced
watched</td><td>opened
phoned
caused
arranged</td><td>wasted
ended
waited</td></tr>
</table>
</td><td>10 mins</td></tr>
</table>

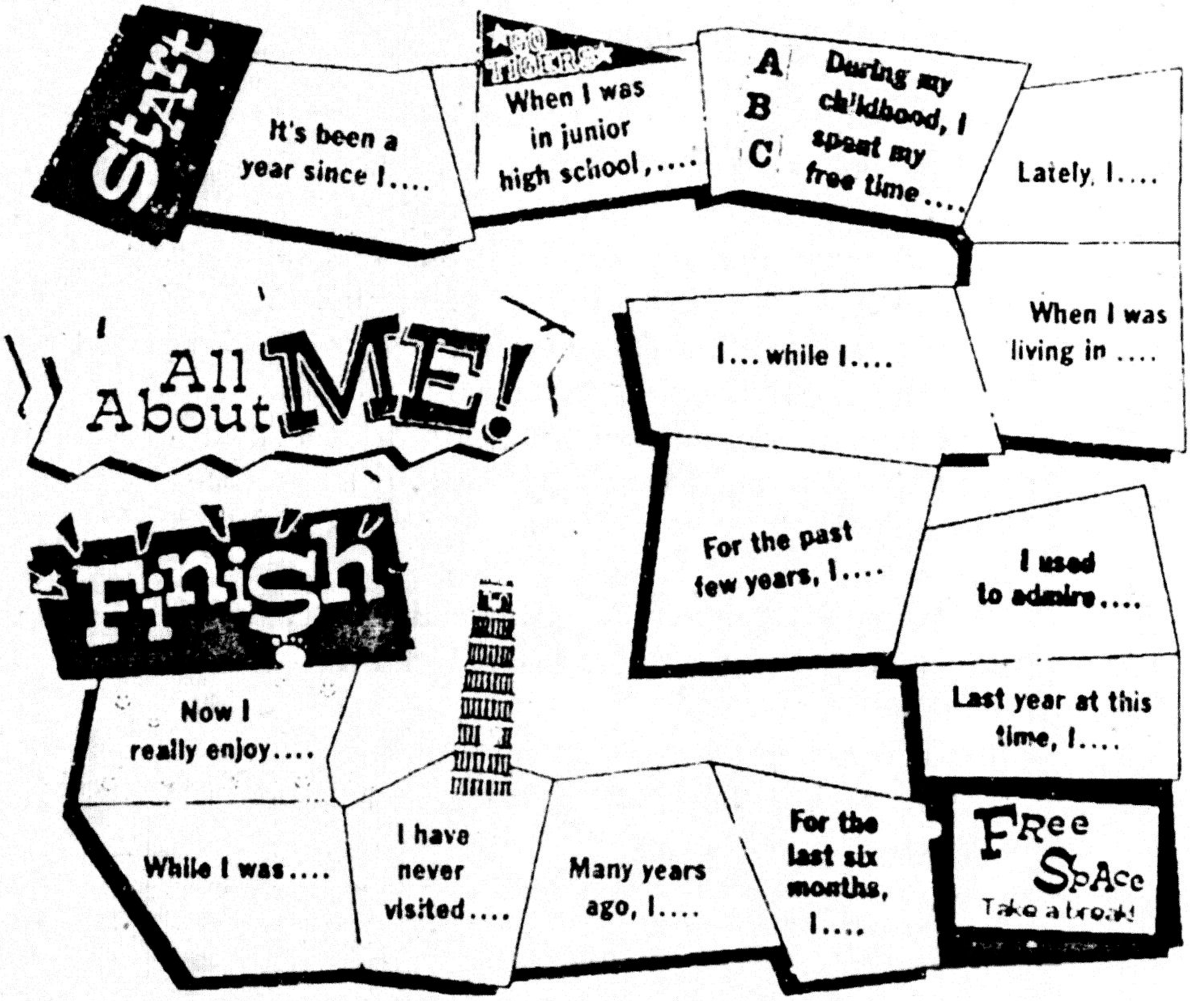
2. Pronunciation	- Ask Ss to look at the chart and elicit the pronunciation of the -ed ending sound from Ss. 1. **-ed** ending sound is pronounced /**t**/ when the verbs end with the sounds / **k**/, /**p**/, /**ʃ**/, /**tʃ**/, /**f**/ **or** /**s**/ 2. **-ed** ending sound is pronounced / **id** / when the verbs end with the sounds /**t** / or /**d**/. 3. **-ed** ending sound is pronounced /**d** / when the verbs end with all sounds except those in 1 and 2. **Practice** - Read the words and ask Ss to repeat. - Ask Ss to work in pairs to practice reading the sentences in their textbooks on page 27. - Call on some Ss to read the sentences aloud. - Make correction if needed.	
3. Grammar **Presentation**	**Tense revision** - Hang on the posters with the following common signs. - Ask Ss to complete each sign by choosing the correct word/ words.  1 Now that you *finished/have finished* your shopping, why not relax in our new cafeteria? 2 Faldo's Bakers *since/for* 1890. 3 *We're going to/We'll* give you beautiful hands - no appointment necessary. Aphrodite's Parlour. 4 This door should *keep/be kept* locked at all times. 5 If you wish your neighbours *aren't/weren't* so loud, you need Senic Insulation! 6 If you haven't *slept/been sleeping*, we may be able to help you. *Expected answers:* 1. have finished 2. since 3. We'll 4. be kept 5. weren't 6. been sleeping - Elicit the use of some tenses – present perfect,	**34 mins**

	simple past, near future tense, present continuous from Ss, then ask them to do the exercise in their textbooks. - Invite some Ss to give the answers. - Check with the whole class.	
Practice	**Activity 1: Sentence completion**(Exercise1 p.28) - Arrange Ss to work in pairs to complete the conversations with the correct form of verbs in the box. - Go over the answers with the whole class. - Call on some pairs to act out the conversations. - Make correction in pronunciation and stress if needed. **Expected:** 1. Have you seen / saw/ am going to see 2. drank / have not drunk/ drank 3. has written/ Did she write/ wrote 4. have been cooking / have cooked/ have cooked **Activity 2:** (Exercise 2, p.28) - Get Ss to work in pairs to read the passage and choose one correct answer which best fits each space. - Check the answers with the whole class. Expected: 1. C 2. A 3. C 4. A 5. C 6. A 7. C 8. A	
Produc-tion	**Board game (Life is like a game!)** - Divide the class into groups of six, give each group a coin and a board. (see Appendix) - Deliver a small piece of paper to each student. - Ask Ss to write their names on the pieces of paper. - Each student in the groups takes turns to toss the coin. - If the coin lands face up, she /he moves two spaces. If the coin lands face down, she / he moves one space and she /he has to complete the sentence in the space she/ he lands on. If she/ he can't make a correct sentence, she/ he loses her/ his turn.	

	- The student who reaches the destination first is the winner.	
4. Home-work	**Mistake correction** - Deliver handouts **Correct the mistakes in the following letter (the number of mistakes in each paragraph is written at the bottom of the page).** Dear Yoshiko, I'm sorry I haven't written to you since so long. I receive your letter since six weeks but I've been very busy. As you probably know I'm in Scotland since December. I come here mainly to learn English. At first it is a bit difficult because I didn't speak English well. But now life is much more easier. A few weeks ago I've gone to a disco I meet a Scottish man called Derek. He wanted that I teach him Spanish. As you can imagine, this is excellent for my English! I have moved into a larger flat and had decided to stay here at least a year. Have you ever gone to Scotland? If not, why don't you come and visit me before you will go back to Japan? Please write again soon and say yes. With love, Maria **Paragraph 1. 4 mistakes** **2. 2 mistakes** **3. 3 mistakes** **4. 3 mistakes** **Keys:** *Paragraph 1:* 1. for so long 2. six weeks ago 3. I've been in Scotland 4. I came here *Paragraph 2:* 1. At first it was 2. life is much easier *Paragraph 3:* 1. went to 2. met 3. He wanted me to teach … *Paragraph 4*	**1 min**

	1. and have decided 2. Have you ever been to Scotland? 3. before you go back to Japan - Ask Ss to do Exercise 3 on page 29 in their textbooks	

-**Appendix**


Start
It's been a year since I....
When I was in junior high school,....
A
B
C
During my childhood, I spent my free time....
Lately, I....
When I was living in ....
I... while I....
For the past few years, I....
I used to admire....
Last year at this time, I....
Free Space
Take a break!
For the last six months, I....
Many years ago, I....
I have never visited....
While I was....
Now I really enjoy....
Finish
All About ME!

READING

Aims: By the end of the lesson, students will be able to:

- guess the meaning in context.
- understand the passage about ways of socializing.

Teaching aids: pictures, handouts.

PROCEDURE

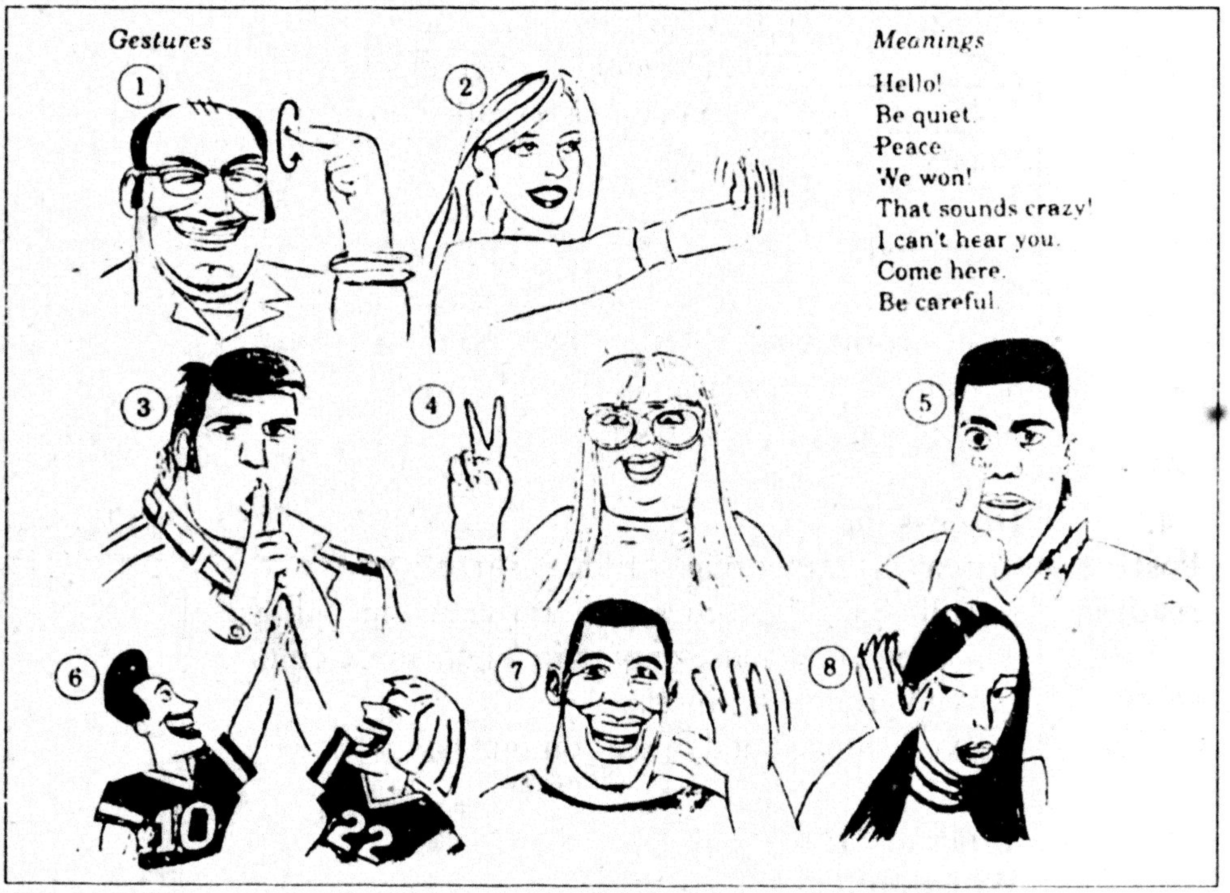
Stages	Activities	Timing
1. Warm-up	**Game: Getting through** - Put Ss into groups of four or five. - Handout the copies with the following (see Appendix) - Tell Ss to match the gestures with their meanings. - The first group with the most correct answers wins the game. **Meanings** Hello! Be quiet. Peace. We won! That sounds crazy! I can't hear you. Come here. Be careful. **Expected:** 1. That sounds crazy! 2. Come here. 3. Be quiet. 4. Peace. 5. Be careful. 6. We won! 7. Hello! 8. I can't hear you. **Lead-in:** - Do you often use these gestures to communicate? - Do other people understand you? When you want to attract someone's attention, you might speak to them. Speech is one of the most important ways of communicating, which is called verbal form of communication. Or you can move your hands by waving, use gestures, which are called non-verbal form of communication.	**5 mins**

	-Today, you get to know about ways of socializing through the reading passage.	
2. Pre-reading	**Pre-teaching vocabulary** 1. **attract sb's attention** (v) (synonym): draw sb's attention / grab sb's attention (gây/ thu hút sự chú ý của ai) 2. **verbal** ['və:bl] (a) (explanation):relating to words; spoken, not written(bằng lời, hữu ngôn) 3. **non-verbal** [nɒn'vɜ:b(ə)l] (a) (antonym):>< verbal : relating to the expressions of the face; gesture, eye contact, etc. (không bằng lời, phi ngôn) 4. **informal** [in'fɔ:ml] (a) (antonym): relaxed and friendly >< formal (a) thân mật, không nghi thức) + informality (n) (sự thân mật) 5. **nod** [nɔd] (v) (miming) move one's head up and down to show agreement, understanding etc(gật đầu) Example: I asked him if he could help me and he nodded. Her head nodded in agreement. + nod at/ to sb (v) + nod (n) 6. **approach** [ə'proutʃ] (v) (synonym): come near (lại gần, đến gần) **Checking** - Read the English words and have Ss say the Vietnamese meaning. - Say the Vietnamese meaning of the words and have Ss speak out the English words.	**7 mins**
3. While-reading	**Activity 1: What's the title?** (Task 2, p. 32) - Tell Ss to read the passage and decide which option is the best title for the passage. - Ask Ss to compare the answer in pairs. - Give feedback. **Expected:** A. Attracting Attention: Non-verbal Cues **Activity 2: Gap sentences** - Handout the copies with gapped sentences about the content of the reading passage.	**20 mins**

	- Get Ss to read the reading passage and then close their books. - Ask Ss to fill in each blank with suitable words / phrases then compare the answers in pairs. - Call on some Ss to give the answers. - Check the answers with the class. **These are the sentences on the handouts:** 1. We can use either verbal or _________ communication to attract someone's attention. 2.______________ and waving are considered to be big, obvious non-verbal signals. 3. If we want to ________________, we wait until he passes us, catch his eyes, and nod slightly to let him know we want him. 4. If you are ______________ the school-yard and see your teacher approaching, you can use a ______________ to attract his or her attention. 5. _____________ someone is usually considered rude. **Expected:** 1. non-verbal 2. Jumping up and down 3. attract the waiter's attention 4. walking across/ a small friendly wave 5. Pointing at	
4. Post-reading	**Discussion** - Break Ss into groups of four or five. - Tell Ss to discuss the different meanings of whistling and hand-clapping in Vietnamese culture. - Invite groups' opinions. - Give feedback and make comments. ***Suggested ideas:*** **Whistling:** *In Viet Nam, people whistle when:* *- they are excited about something.* *- they are happy/ feel relaxed.* *- they want to draw someone's attention in very informal situations.*	**12 mins**

	Hand-clapping: *In Viet Nam, people clap their hands when:* *- they want to encourage someone.* *- they want to despise someone.* *- they want to attract people's attention.* *- they want to give the signal to tell someone to come near.*	
5. Home -work	**Writing** - Ask Ss to find the different meanings of whistle and hand-clapping in British culture.	**1 min**

Appendix


Gestures
Meanings
Hello!
Be quiet.
Peace.
We won!
That sounds crazy!
I can't hear you.
Come here.
Be careful.
①
②
③
④
⑤
⑥
⑦
⑧
10
22

Extension

Read the passage and choose the answer which best fits each space in the following sentences.

In the United States, it is not customary to telephone someone very early in the morning. If you telephone him early in the day, while he is shaving or having breakfast, the time of the call shows that the matter is very important and requires immediate attention. The same meaning is *attached* to telephone calls made after 11:00 p.m. If someone receives a call during sleeping hours, he assumes it's a matter of life and death. The time chosen for the call communicates its importance.

In social life, time plays a very important part. In the USA guests tend to feel they are not highly regarded if the invitation to dinner party is extended only three or four days before the party date. But it is not true in all countries. In other areas of the world, it may be considered foolish to make an appointment too far in advance because plans which are made for a date more than a week tend to be forgotten. The meaning of time differs in different parts of the world. Thus, misunderstanding arises between people from cultures that treat time differently. Promptness is valued highly in American life, for example. If people are not prompt, they may be regarded as impolite. A person who is 5 minutes late is expected to make a short apology. If he is less than 5 minutes late, he will say a few words of explanation, though perhaps he will not complete the sentence.

1. The same meaning is attached to telephone calls made after 11:00 p.m. Here "*attached*" means __________
   A. taken B. drawn C. shown D. given
2. Supposing one wants to make a phone call at dawn, this would mean__________
   A. the matter is not important
   B. the matter is somewhat important
   C. the matter requires immediate attention
   D. it is a matter of life and death
3. According to the passage, time plays an important role in __________
   A. everyday life B school life C. communications D private life
4. The best title for this passage is
   A. The Voices of Time B. The Importance of Time
   C. The Important of an Announcement D. Time and Tide Wait for No Man
5. According to the passage, the author of the article may agree to which of the following statements?
   A. It is appropriate to send your invitation cards 3 or 4 days before a dinner party date in the USA
   B. It may be appropriate to send your invitation cards 3 or 4 days before a dinner party date in some cultures.
   C. It is best for one to make telephone calls at night because it costs less.
   D. If one is less than 5 minutes late, he has to make a short apology.

Keys: 1. D 2. C 3.C 4. A 5. B

UNIT 3 WAYS OF SOCIALIZING

SPEAKING

Aims: By the end of the lesson, students will be able to:
- practise giving compliments in different situations.
- know how to respond to compliments

Teaching aids: cards

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Scrambled sentences** - Divide the class into six groups (two tables form a group). - Write 6 sentences onto the cards, one word on each card. All the words from one sentence should be written in the same color card (or marker) to distinguish it from the other sentences. - Scramble the word order of each sentence. - Give one scrambled sentence to each group. - Ask Ss in each group to unscramble the sentence as quickly as possible then stick their sentence on the board. - The fastest group with the correct sentence is the winner. **Expected answers:** 1. I really enjoy your public speaking! 2. I thought your tennis game was excellent today. 3. Your hairstyle is terrific, Mary! 4. That's a nice pairs of shoes you're wearing. 5. What a lovely baby you have! 6. You really have a very beautiful jacket! **Lead –in:** -When do you say these sentences? (Expected: when we want to give compliments) - How often do you hear people complimenting each other in English? - Do you often give or receive compliments? Complimenting is a tool for establishing	**4 mins**

	friendship that creates ties of solidarity. It is also an important social strategy in that it functions as an opener for a conversation and allows meaningful social interaction to follow. Neglecting to give compliments may even be understood as a sign of disapproval, and the inappropriate use of compliments may cause embarrassment and even offense. Today, we will practise giving and responding to compliments in different situations.	
2. Pre-speaking	**Pre-teaching vocabulary** - Tell Ss to close their books. - Prepare 5 cards with the following words. **t - rr - f - c** **d - c - nt** **h - ndl -** **k - d** **t - n -** - There are vowels missing in each word. - Ask Ss to work in pairs and find the missing vowels in the words to make them meaningful ones. - Invite Ss to give their answers. - Hang on a chart with the definitions/ synonyms of the words. - Call on some Ss to go to the board and stick the word cards next to their definitions / synonyms. 1. **terrific** [tə'rifik] (a) (synonym): excellent; wonderful (tuyệt vời) 2. **decent** ['di:snt] (a) (explanation): of a good enough standard or quality; (of people or behavior) honest and fair. (đứng đắn, chỉnh tề, tươm tất) 3. **handle** ['hændl] (v) (translation): (vấn tóc lên) 4. **kid** [kid] (v) (synonym): joke (nói đùa) + You are kidding / You must be kidding	**10 mins**

	(informal) ⇒ used to show that you are very surprised at sth that sb has just said. 5. **tune** (n) (translation): a series of musical notes that are sung or played in a particular order to form a piece of music (giai điệu). Example: He was humming a familiar tune. + to be in / out of tune (with sb/sth): to be / not be in agreement with sb / sth; to have/ not have the same opinions, feelings, interests, etc. as sb/sth (hoà hợp/ không hoà hợp với ai/ cái gì). **Checking:** - Read the English words and tell Ss to say the Vietnamese equivalent. - Say the Vietnamese meaning of the words and have Ss speak out the English words. **Eliciting** -Elicit compliment formulas and some useful expressions used to compliment from Ss. • The great majority of compliments included the most common five adjectives (nice, good, beautiful, pretty, and great) and two verbs (like and love) **1. Noun Phrase + be/look + Adjective** Your blouse is really beautiful. Your hair looks great! **2. I + (really) + like/love + Noun Phrase** I really like your dress. I love your new apartment. **3. Pronoun + is + (really) + Adjective + Noun Phrase** That's a really nice rug. That's a great looking car. **Some useful expressions:** • You have such beautiful hair/ How beautiful your hair is! • What a lovely baby you have! • Isn't your ring beautiful!	

	• You (really) did a good job! •. You (really) handled that situation well! •. Congratulations! You have played so well in the game! • Amazing! You've made an excellent speech! • That's a great/ an excellent ..... • Let me congratulate you on...	
3. While-speaking	**Suggested responses to the compliments**: • Thanks for your compliment. I'm glad you like it. • Thanks. It's all very well for you to say so. • Your compliment is encouraging. • It's nice of you to say so. **Activity 1: Giving compliments** (Task 2, p.33) - Let Ss work with their partners to practise giving compliments to suit the responds. - Go around to control and give help if needed. - Jot down some mistakes in pronunciation for later correction. - Call on some pairs to act out their dialogues. - Give feedback and comments.	**20 mins**
4. Post-speaking	**Activity 2: Responding to the compliments** (Task 3, p. 33) - Put Ss into pairs to practise responding to the compliments. - Go around to control and give help if needed. - Jot down some pronunciation mistakes for later correction. - Call on some pairs to speak out their sentences. - Give feedback and comments. **Dialogue building** - Have Ss build dialogues to practise giving responding to compliments in pairs. Tell Ss they can use the cues below. • a nice pair of glasses • a new and expensive watch	**10 mins**

	• a new cell phone • a modern-looking pair of shoes • a fashionable jacket - Call on some pairs to act out their dialogues. - Give comments. **Some of the suggested dialogues:** 1. **A**: That's a fashionable jacket! **B**: Oh, you like it? **A**: Yeah, that's a nice color. **B**: That's very kind of you to say so. 2. **A**: That's a nice pair of glasses you are wearing! **B**: Do you really think so? **A**: Oh, yeah, it suits you. **B**: Well, I just got it. It was pretty cheap. 3. **A**: I love your clock. It looks great in your living room! **B**: Thanks. **A**: It is really very nice. Where did you get it? **B**: A friend of mine brought it to me from London. **Variations:**(for a big classroom): **Mingling** (Practicing giving and responding to compliments in a mingling activity). - Arrange Ss to form two concentric circles, each facing a partner. One compliments the other, who responds. The outer circle rotates and each student finds a new partner and repeats the process; the circles switch roles after practicing sufficiently.	
5. Home-work	**Language review** - Tell Ss to revise what they have learnt.	**1 min**

UNIT 3 WAYS OF SOCIALIZING

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for general information.
- listen for specific ideas.

Teaching aids: pictures, handouts, CD player.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: A phone call** - Show the picture of a boy and a girl talking to each other on the phone. (or you can ask Ss to look at the picture in their textbook on page 34) - Ask Ss to work in pairs, studying the picture and answering the following questions. • What do you see in the picture? • What are they doing? • What do you think they would say to greet each other? • What do you think they would talk about? • How long do you think it would take them to finish their call and why? **Lead-in:** - Do you often phone your friends? - What do you often talk to them on the phone? How long? In today's listening section, you'll hear Linda, a social worker, advise young people on how to use the telephone in their family.	**4 mins**
2. Pre-listening	**Pre-teaching vocabulary** 1. **marvelous** ['mɑ:vələs] (a) (synomym): wonderful, fantastic (tuyệt vời) 2.. **argument** ['ɑ:gjumənt] (n) (with sb) about/ over sth) (translation): a conversation or discussion in which two or more people disagree, often angrily(sự tranh luận) Example: We had an argument with the waiter about	**8 mins**

the bill.
+ argue(v) (with sb about/ over sth) (for/ against sth):
3. **install** [in'stɔ:l] (v) (context+ explanation): fix equipment or furniture into position so that it can be used(lắp đặt)
Example:
He's getting a phone installed tomorrow.
I need some help to install the software.
+ installation (n)
4. **regulation** [ˌregju'leiʃn] (n) (realia): an official rule made by a government or some other authority (quy tắc, nội quy)
Example:
There are too many rules and regulations in this school.
5. **shank** [ʃæŋk] (n) (picture): the straight narrow part between the two ends of a tool or an object. (thân cột, chuôi dao, tay chèo)
6. **apoplectic** [ˌæpə'plektik] (a) (about/ for sth) (explanation): feeling or showing that you are sorry for doing sth wrong or for causing a problem (hối lỗi, ân hận)
Example: 'Sorry', she said, with an apologetic smile.
+ apologize to sb for sth
8. **startling** ['stɑ:tliŋ] (a) (explanation): extremely unusual and surprising (rất ngạc nhiên, làm sửng sốt)
+ startle (v) (làm giật mình, làm hoảng hốt)

Checking: Slap the board
- Put the words which have been taught into circles on the board.
- Divide the class into two groups
- Ask each group to choose five students standing in two queues
- Read the synonym, explanation or Vietnamese equivalent of the words.
- The first student who slaps on the correct word on the board gets one point.
- The group with more points wins.

3. While-listening	**Activity 1: True or False?** (Task 1,p.35) - Tell Ss to work in pairs. - Let them listen to the recording twice and decide whether the statements are true (T) or false (F). - Call on some Ss to give the answers. - Play the CD one more time for Ss to listen and check their answers. - Give feedback. **Expected:** 1. T 2. F 3. T 4. F 5. F 6. T **Activity 2: Gap-fill** (Task 2, p. 35) - Let Ss listen to part of Ms. Linda Cupple's talk again and write the missing words in the numbered blanks of the passage. - Have Ss compare the results in pairs. - Go over the answers with the class. Expected: 1. agreed 2. to avoid 3. weekend 4. adults 5. walking 6. heart 7. kindness 8. to stick to	**22 mins**
4. Post-listening	**Speaking: Summarizing** - Arrange Ss to work in groups of four or five. - Ask Ss to summarize Ms Linda Cupple's talk. - Give some ideas as hints for Ss to summarize the talk. - Call on some groups' representatives to report to the class. - Give feedback. + Length of time + Time for calling + Calling late at night + Calling at weekend - Tell Ss they can begin their summary with: *In this talk Ms Linda gives us some pieces of advice on how to use the telephone in the family. The first is to work out a reasonable length of time for a call...*	**10 mins**
5. Home-work	**Writing** Ask Ss to give some of their own pieces of advice on how to use the telephone in the family.	**1 min**

UNIT 3 WAYS OF SOCIALIZING

WRITING

Aims: By the end of the lesson, students will be able to:

- build sentences based on given words.
- re-order given sentences to make a complete paragraph.

Teaching aids: cards.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Cut-up sentence** - Arrange the class into six groups. - Prepare 6 set of cards with words or phrases of the sentence cut up and give one set to each group. - Ask Ss to rearrange the word cards so that they will make a meaningful sentence. - Tell Ss to stick the word cards on the board. - The first group to have the correct sentence wins the game. **Here is the cut- up sentence:** *something that /An apology is / to tell someone / /that / you are sorry/ you say or write /* **Expected:** *An apology is something that you say or write to tell someone that you are sorry.* **Lead-in:** In this writing lesson, you will practise building sentences based on given words and putting jumbled sentences into correct order to make a complete paragraph.	**4 mins**
2. Pre-writing	**Pre-teaching vocabulary** 1. **apologize** [ə'pɒlədʒaiz] (to sb for sth) (v) (explanation): to say that you are sorry for doing sth wrong or causing problems (xin lỗi ai về điều gì) + make / offer an apology for sth 2. **abrupt** [ə'brʌpt] (a) (explanation): sudden and unexpected often in an unpleasant way (đột ngột) 3. **thoughtful** ['θɔ:tfl] (a) (synonym): considerate (ân cần; chu đáo)	**6 mins**

	4. **discourtesy** [dis'kə:tisi] (n) (synonym): rudeness (sự bất lịch sự; sự thô lỗ) 5. **interruption** [,intə'rʌpʃn] (n) (translation): disruption (sự gián đoạn; vật gây gián đoạn) **Checking: ROR** - Rub out the first word and ask Ss to read the whole list of words again. Continue with the next word and repeat until no word is left on the board. - Ask Ss to go to the board and write the words again.	
3. While-writing	**Activity 1: Sentence building** (Task 1, p.36) - Ask Ss to discuss and makes sentences in pairs. - Tell Ss to change the form of verb and no addition and omission is required. - Go around the room to give help. - Invite some Ss to read aloud their sentences. - Call on some other students to correct mistakes. - Give feedback. **Expected:** 1. There are many ways to tell someone goodbye, and most of them depend on the situation at hand. 2. However, there is one rule that all situations observe: We seldom say goodbye abruptly. 3. In English it is necessary to prepare a person for our departure. 4. We lead into the farewell by saying something pleasant and thoughtful like ‘I've really enjoyed talking to you”. 5. We might also say something relating to the time like “Gosh, I can' believe how late it is! I really must be going!” **Activity 2: Jumbled sentence** (Task 2, p. 37) - Put Ss in small groups of four or five to put the sentences into the correct order. - Go around the class to control and give help. - Ask some Ss to read their results to the class. - Give feedback. **Expected:** Paragraph 1: 1.C 2. E 3. A 4. B 5. D Paragraph 2: 1. C 2. E 3. B 4. A 5. D	**20 mins**

4. Post-writing	**Correction** - Ask two Ss to write paragraph 1 and 2 on the board. - Tell the class to correct mistakes if necessary.	**14 mins**
5. Home-work	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 3 WAYS OF SOCIALIZING

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:
- get some rules of the stress in two syllable words.
- revise reported speech.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Odd one out** - Hang on a flipchart with the words. - Tell Ss to read the words and underline the word with a different stress pattern from the others. Example: money machine mountain message *1. middle minute mission mistake* *2. reason remove receive review* *3. artist agree allow attract* *4. common careful crazy complete* - The first student who has the correct answers will be praised. Key: 1. mistake 2. reason 3. artist 4. complete	**14 mins**
2. Pronun-ciation	- Elicit the answers from Ss that many two-syllable words come from a one- syllable word. **Example**: the word *artist* comes from the word *art*, the word *remove* comes from the word *move*. In these two syllable words, the stress is on the original word. artist **Oo** (stress on the first syllable)	

remove **oO** (stress on the second syllable)

Here are some examples:

nouns and adjectives Oo	**verbs oO**
art - artist	move - remove
drive- driver	like - dislike
friend - friendly	build - rebuild
fame - famous	come - become

- Most two- syllable nouns and adjectives have stress on the first syllable, even if they don't come from an original one – syllable word. For example, '*brother*' doesn't come from the original word '*broth*', but it still has the stress pattern **Oo.**
- Most two- syllable verbs have stress on the second syllable, even if they don't come from an original one- syllable word. For example, '*repeat*' doesn't come from the word '*peat*', but it still has the stress pattern **oO**.
- In general, **the verbs all have the stress pattern oO.**

+ There are a number of exceptions to this rule, for example cancel, copy, and two-syllable verbs ending in *-er* and *–en*, e.g. *answer, enter, listen, happen, open*, which all have stress on the first syllable.

- Some words are both nouns and verbs. For example, *record* is a noun if you put stress on the first syllable, and a verb if you put stress on the second syllable.

Example: *record /contrast / export / object / protest*

+ There is not always a change of stress in words that are both nouns and verbs. For example *answer, picture, promise, reply, travel, visit* always have stress on the same syllable.

3. Grammar

Presentation

30 mins

Practice

- Read the words (on page 36) and ask Ss to repeat.
- Ask Ss to work in pairs and practise reading the sentences
(on page 37).
- Call on some Ss to read the sentences.
- Make correction if needed.

Reported Speech

✸ Setting the situation: **Samantha's childhood imaginings**

- Deliver handouts (see Appendix) and tell Ss Samantha is talking about her past.
- Ask Ss to complete the text using indirect speech and the words given.

Expected:

When I was a child I used to think that *I was the fastest runner in the world* and that 1. *I could do magic*

I thought 2 *I would never be able to read and write.*

But I still thought 3 *I was going to be a doctor.*

- Elicit some useful language of reported speech from Ss

Notes:

- When we report what someone said, the verb forms often move one tense into the past.

Example:

"I **believe** that what I **am doing is** right," she said, " I **will** continue to fight for justice."

She said she **believed** that what she **was doing was** right, and that she **would** continue to fight for justice.

- The verb forms change in the following way:

Direct speech		**Reported speech**
Present Simple (do)	>	Past Simple (did)
Present Continuous (is doing)	>	Past Continuous (was doing)
Present Perfect (has/have done)	>	Past Perfect (had done)
Past Simple (did)	>	Past Perfect(had done)
Past Continuous (was/were doing)	>	Past perfect Continuous (had been doing)
Past Perfect	>	no change possible
will	>	would
is going to	>	was going to
can	>	could
must	>	had to

REMEMBER!

1. *The change of tense often happens because what the person said is now in the past.*

His teachers at school said he **would** end up in trouble, but today he is a successful businessman.

2. *If what the person says is still true/ relevant now, we often don't change tenses.*

" I'm probably going to be late for the meeting"

Mary said she's probably **going to** be late for the meeting.

It is possible to change tenses in such cases, but it is often done in formal contexts.

"Today's agreement **is** a historic opportunity," the Prime Minister said.

The Prime Minister said that today's agreement **was** a historic opportunity.

3. *Notice that if the reporting verb is in the present tense, then there is no tense change.*

Mum **says I can** borrow the car tonight

4. *Pronouns and possessive nouns often change in reported speech.*

5. *We use words like* ***here, now, today*** *to talk about the place where we are speaking and the time we are speaking. If we report these words in a different place or at a different time, they often change.*

Example:

Speaker's words	**Reported Speech**
here	*there*
this	*that*
now	*then*
today	*that day*
tonight	*that night*
tomorrow day	*the next day/ the following*
yesterday day	*the day before/ the previous*
next Monday	*the following Monday*
last Monday	*the previous Monday*
to come	*to go*

Practice

Activity 1: Reporting the past (exercise 1, p. 37)

- Ask Ss to do the exercise 1 on page 38.
- Call on some Ss to read their answers.
- Check the answers with the class.

Expected:

2. Thuan said he worked for a big company.

	3. Thuan said he was their marketing manager. 4. Thuan said the company had opened an office in HCM City. 5. Thuan said it had been very successful. 6.Thuan said he had been chosen to run an office in District 5. 7. Thuan asked me how long I had been learning English. 8. Thuan said he didn't have much time to enjoy himself. 9. Thuan hoped I would come and visit him in HCM City 10.Thuan hoped he would be successful in HCM City. **Activity 2: Sentence transformation** - Hang on a chart. - Tell Ss to rewrite the sentences on the chart, using indirect speech so that the meaning stays the same. - Ask some Ss to write their answers on the board. - Encourage Ss to give opinions and give feedback. 1. They said: "We are learning Japanese now" 2. She said: " I will come here to take this book " 3. He said to his friends: " I am going on holiday tomorrow" 4. "You are not allowed to smoke in your room, Dick." said his mother. 5. "I might not be able to come on Saturday," said David. **Key:** 1. They said that they were learning Japanese then. 2. She said she would go there to take that book. 3. He said to his friends he was going on holiday the next day. 4. Dick's mother told him that he wasn't allowed to smoke in his room. 5. David told us that he might not be able to come on Saturday.	
4. Home-work	**Story writing** - Deliver handouts. **1. Here is a joke in reported speech. Complete the**	**1 min**

gaps with what the people actually said.

A man told his psychiatrist that he thought he was a dog. The psychiatrist said it was a very unusual problem, and asked him to sit down on the sofa. The man said that he couldn't because he wasn't allowed on the sofa.

MAN: ……………………………………………
……………………………………………….
PSYCHIATRIST:……………………….
……………………………………………….
MAN: ………………………………………….
……………………………………………….

Answer key:

Man: Doctor, I think I am a dog.
Psychiatrist: Oh, It is a very unusual problem. Please sit down on the sofa.
Man: I can't because I am not allowed on the sofa.

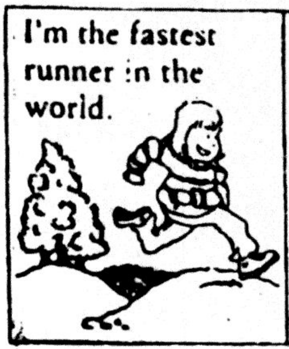
2. Write this joke using reported speech.

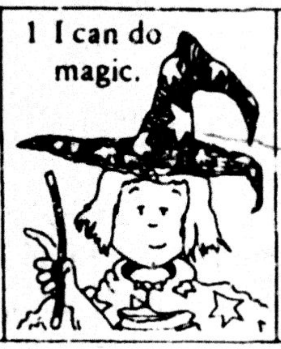
Son: Mom, I'm really glad you named me Albert.
Mother: Why?
Son: Because that's what all the kids at school call me.

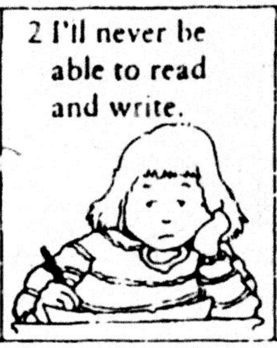
Answer key:

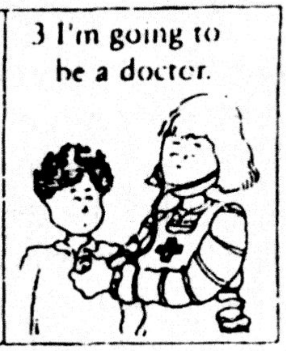
A boy said to his mother that he was really glad his mother had named him Albert. His mother asked him why. He said that because that was what all the kids at school called him.

Appendix


I'm the fastest runner in the world.


1 I can do magic.


2 I'll never be able to read and write.


3 I'm going to be a docter.

UNIT 4 SCHOOL EDUCATION SYSTEM *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:

- guess the meaning in context.
- scan for specific information.
- know about school education system in England.

Teaching aids: pictures, handouts, pieces of paper

PROCEDURE

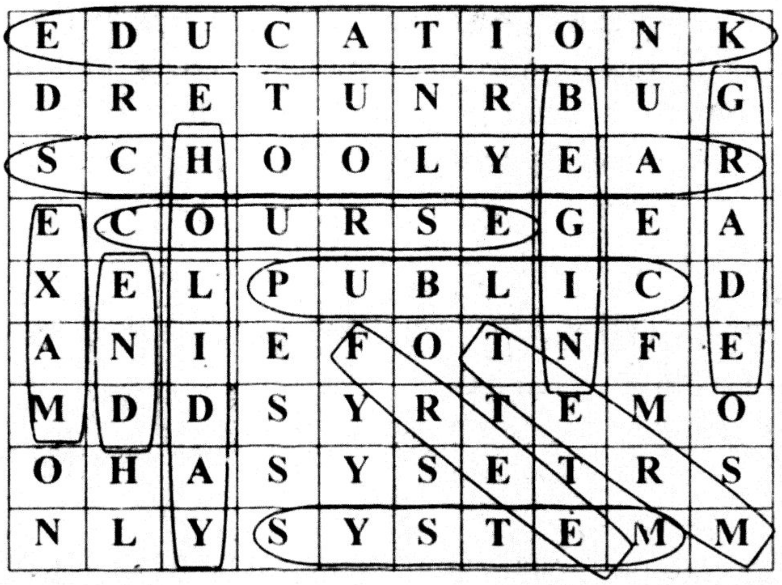
Stages	Activities	Timing
1. Warm-up	**Game: Word search** (see Appendix) - Divide the class into small groups of four or five. - Handout the copies of the word square to the groups. - Tell Ss to find out the words in the word square. - The first group to find out 12 words in all wins the game. The words to find: **education / school year / free / begin / end / public / system / grade / course/ holiday /term /exam** **Lead-in:** (Ask Ss to look at the words and guess what they are going to learn.) In our reading lesson today, we'll focus on the school education system in England compared with school education system in Vietnam.	**5 mins**
2. Pre-reading	**Pre-teaching vocabulary** 1. **compulsory** [kəm'pʌlsəri] (a) (synonym): mandatory / obligatory >< optional (bắt buộc) 2. **certificate** [sə'tifikit] (n) (realia): an official document proving that you have completed a course of study or passed an exam; a qualification obtained after a course of study or an exam. (chứng chỉ, giấy chứng nhận))	**9 mins**

	3. **curriculum** [kə'rikjuləm] (n) (explanation) - (pl. curricula /curriculums): the subjects that are included in a course of study or taught in a school, college, etc. (chương trình học) 4. **core** [kɔ:] (a) (context): most important; main or essential(chính, chủ yếu) Example: Mathematics, literature, physic, chemistry, English…are subjects that all Ss have to study at school. They are core subjects. 5. **tuition fees** [tju:'iʃn fi:z] (pl.) (explanation): the money that you pay to be taught, especially in a college or university(học phí) 6. **state school** [steit sku:l] (n) (explanation) : schools in which all children can attend without paying tuition fees (trường quốc lập). 7. **primary education** ['praiməri ,edju:'keiʃn] (n) (definition): a stage of study for children aged from 5 to 10. (giáo dục tiểu học) 8. **secondary education** ['sekəndri ,edju:'keiʃn] (n) (definition): a stage of study for children aged from 11 to 16. (giáo dục trung học) **Checking: ROR**	
3. While-reading	**Activity 1: Questions and answers** (Task 2, p. 46) - Get Ss to read the reading passage and answer the questions. - Ask Ss to compare the answers with their partners. - Call on some Ss to write the answers on the board. - Check with the class. **Expected:** 1. from the age of 5 2. There are 3 terms. 3. the state school and the 'independent' or 'public' school system. 4. Yes. 5. There are three core subjects (English, Maths	**20 mins**

	and Science) 6. When the students finish the secondary school, they have to take an examination called the General Certificate of Secondary Education. **Activity 2: Gap-fill** Schooling is (1) ……… for all English children from the age of 5 to 16. The academic year in England runs from (2) ……..to July and is (3) ……….. into 3 terms. (4) ……….. term is from the beginning of September to mid –December. Spring term is from the beginning of January to mid-March and (5)……… term from early April to mid-July. Each term is separated by one-week (6) ……… called half term. Keys: 1. compulsory 2. September 3.divided 4. Autumn 5. summer 6. break - Deliver handouts and put Ss to work in pairs. - In pairs, ask Ss to read the passage and fill in each gap with a suitable word. - Invite Ss to speak out the answers. - Give feedback.	
4. Post-reading	**Stop and Correct** - Have Ss read the 2nd paragraph very carefully in about 4 minutes and then close their books. - Read the paragraph with some wrong information. - Tell Ss to listen and shout 'STOP' when they realize the wrong information. - Ask Ss to correct the wrong information and give good marks to Ss who have correct answers. - Tell the class to open their books and check the answers. *There are (1)three parallel school systems in England. The first is the (2)private school system, which is free to all students, paid for by the (3)people. The second category is the 'independent' or (4)'special' school system, which is (5)paid by students. The state school system,*	**10 mins**

	which educates (6) 95% of the pupils in England, can be (7) put into two levels of education: primary education and (8) university education. **Mistake correction**: 1. two 2. state 3. state 4. private 5. fee paying 6. 93% 7 divided 8. secondary	
5. Home-work	**Writing** -Ask Ss to write a short paragraph about the most difficult school subjects they are facing with and solutions to the better study of the subjects.	**1 min**

Appendix



E	D	U	C	A	T	I	O	N	K
D	R	E	T	U	N	R	B	U	G
S	C	H	O	O	L	Y	E	A	R
E	C	O	U	R	S	E	G	E	A
X	E	L	P	U	B	L	I	C	D
A	N	I	E	F	O	T	N	F	E
M	D	D	S	Y	R	T	E	M	O
O	H	A	S	Y	S	E	T	R	S
N	L	Y	S	Y	S	T	E	M	M

Extension

Read the following passage and answer the questions.

School and Education

Life in the 20th century demands preparation. Today, all individuals in a country must have adequate schooling to prepare them for their work as well as for their responsibilities as citizens. With this in mind, national leaders everywhere are placing more emphasis on the education of the young.

In the USA, government officials, parents, and teachers are working hard to give the children - tomorrow's decision makers – the best preparation available.

There is no national school policy in the United States. Each of the fifty states makes its own rules and regulations for its school, but there are similarities among the fifty school systems. Public schools in all states are supported by taxes paid by citizens of the individual state. In most states the children are required to attend school until they reach the age of sixteen.

When they become six years old, children begin elementary school. After six years in elementary school, they go into junior high school and remain there for three years. The last three years of their public school education are spent in senior high school, from which they graduate at the age of eighteen.
A great number of high school graduates continue their education in one of the many colleges or universities in the country. After four years, they receive a bachelor's degree. Some continue studying for a master's degree and perhaps a doctor's degree.

Questions

1. At what age does a child in the USA enter elementary school?
2. Are public schools in the United States free to the children? Why?
3. How long does the law require that a student go to school in most states?
4. At what age do most students graduate from high school?
5. Why is education so important today?

Answer keys:

1. At the age of six.
2. Yes. Because public schools in all states are supported by taxes paid by the citizens of the individual state.
3. A student is required to attend school until she/he reaches the age of sixteen.
4. At the age of eighteen.
5. Because today, all individuals in a country must have adequate schooling to prepare them for their work as well as for their responsibilities as citizens.

UNIT 4 SCHOOL EDUCATION SYSTEM

SPEAKING

Aims : By the end of the lesson, students will be able to:
- get some knowledge of the education system.
- talk about the school education system in Vietnam.

Teaching aids: pictures, handouts, pieces of paper.

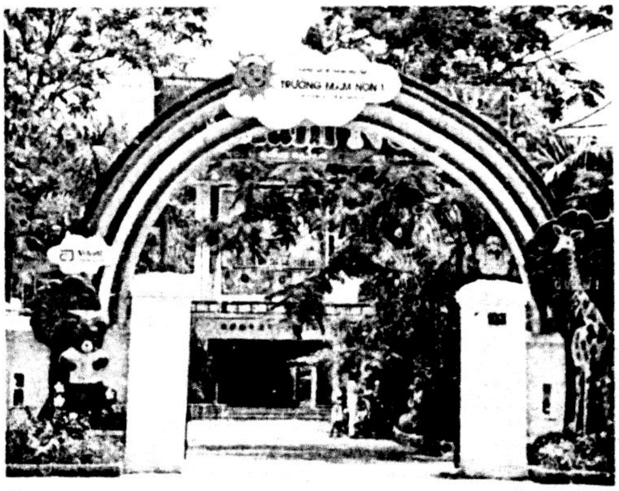
PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Match up**(see Appendix) - Arrange Ss to work in pairs. - Show pictures of schools and ask Ss to match the	**3 mins**

	schools with their names. - Call on Ss to give the answers and give feedback. 1. Pre- school (nursery school and kindergarten) 2. Primary school 3. Lower secondary school 4. Upper secondary school **Lead-in:** You will practise speaking about the school education system in Vietnam.	
2. Pre-speaking	**Pre-teaching vocabulary** - Elicit the Vietnamese meaning of the following words from Ss. 1. **nursery school** (n): nhà trẻ 2. **kindergarten** (n): trường mẫu giáo 3. **primary school** (n): trường cấp một 4. **lower secondary school** (n): trường cấp hai 5. **upper secondary school** (n): trường cấp ba **Checking** - Show the pictures of the schools and ask Ss to say what kind of the school is.	**7 mins**
3. While-speaking	**Activity 1**: **Questions and answers (**Task 1,p.47) - Let Ss work in pairs to ask and answer the questions about the school education system in Vietnam based on the table on page 47. - Work with a student to model. - Call some pairs to act out the conversations. - Give feedback and comments. Example: A: *When do the children in Vietnam go to primary school?* *B: When they are 6 years old.* *A: How long is the primary education?* *B: 5 years, from grade 1 to grade 5.* **Activity 2**: (Task 2, p.47)	**20 mins**

	- Break the class into groups of four or five. - Tell them to talk about the school education system in Vietnam, using the information from Task 1. - Move around the class to control and give help if necessary. - Invite groups' ideas. - Give feedback on what Ss have done and make comments. ***Suggested ideas:*** - *There are three levels of education in Vietnam – pre-school, primary education, and secondary education. Children often go to pre-school when they are one year old, which is optional. Primary and lower secondary education are compulsory in Vietnam. Children start to go to primary school at the age of six and generally move to lower secondary school at the age of eleven. Children stay in lower secondary school until the age of fourteen when they finish lower secondary school and then they have to take an examination to go to upper secondary school ...*	
4. Post-speaking	**Writing about the similarities and differences** - Divide the class into six groups. - Give each group a poster and a board marker. - Assign three groups to write the similarities between the school system in Vietnam and England, and the other three groups to write about the differences. - Have Ss stick the posters on the board. - Call on some groups to report their results to the class. - Give feedback and comments.	**14 mins**
5. Home-work	**Writing** - Ask Ss to write a short paragraph about the school education system in Vietnam.	**1 min**

Appendix


TRƯỜNG MẦM NON 1

TRƯỜNG TIỂU HỌC
LÝ THƯỜNG KIỆT

TRƯỜNG PHỔ THÔNG TRUNG HỌC
HAI BÀ TRƯNG

PHỤC VỤ TỔ QUỐC PHỤC
ƯỜNG TH CƠ SỞ NGUYỄN TRI PHƯƠN

UNIT 4 SCHOOL EDUCATION SYSTEM

LISTENING

Aims: By the end of the lesson, students will be able to:
- listen for the understanding of the passage.
- know more about school education system in Vietnam.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Scrambled words** - Deliver handouts with the following: 1. **thisoyr** H _ _ _ _ _ Y 2. **nfhcer** F _ _ _ _ H 3. **pisshyc** P _ _ _ _ _ S 4. **smciu** M _ _ _ C 5. **hesgnli** E _ _ _ _ _ H 6. **saatcmhmeit** M _ _ _ _ _ _ _ _ _ S 7. **pggyoaerh** G _ _ _ _ _ _ _ Y 8. **ymtrhceis** C _ _ _ _ _ _ _ Y 9. **ooyckre** C _ _ _ _ _ Y 10. **tumcpreo** C _ _ _ _ _ _ R studies - Tell Ss that here are some of the school subjects that English secondary school pupils usually have at school. - Ask Ss to work in groups of four or five to work out what they are. - The first group to have the most correct answers is the winner. - Congratulate the winner. **Expected answers:** 1. history 2. French 3. physics 4. music 5. English 6. mathematics 7. geography 8. chemistry 9. cookery 10. computer (studies) **Lead-in:** - What school subjects are you good at? - What subjects do you like to study most/ least in your class? and why? In today's listening section, you will listen to the conversation between Jenny and Gavin talking about what they do at school.	**6 mins**
2. Pre-listening	**Pre-teaching vocabulary** 1. **tearaway** ['teərəwei] (n) (translation): (người hùng hổ và vô trách nhiệm; người bốc đồng)	**8 mins**

	2. **disruptive** [dis'rʌptiv] (a) (definition): *To be disruptive* means to prevent sth from continuing or operating in a normal way. (gây rối) Example. A few disruptive students can easily ruin a class. 3. **methodical** [mi'θɔdikl] (a) (synonym): careful; thoroughly (cẩn thận; có phương pháp) 4. **well-behaved** ['welbi'heivd] (a) (explanation): if you describe sb as well-behaved, you mean that they behave in a way that other people generally like and think is correct. (cư xử đúng, tốt) 5. **struggle** ['strʌgl] (n) (picture+explanation): a hard fight in which people try to obtain or achieve sth (cuộc vật lộn; cuộc đấu tranh) + struggle against/ with sb,sth(v): đấu tranh chống lại ai/ cái gì **Checking: What and where** - Put each of the words which have been taught in each circle on the board. - Rub out one of the word but do not rub out the circle. - Get Ss to repeat the words including the rubbed-out word by pointing at the empty circles. - Rub out another word but leave the circle. Point to the words or empty circles and ask Ss to read or remember the words. - Continue until all the circles are empty. Ss now have to remember all the words. - Get Ss to come to the board and fill the circles with the correct words.	
3. While-listening	**Activity 1: Listen and tick** (Task 1, p.48) - Put Ss into pairs. - Play the CD player twice for Ss to listen. - Ask them to listen and put a tick to the question to which the answer is 'yes'. - Go over the answers with the class. - Play the CD one more time for Ss to check the answers.	**20 mins**

Expected:

	Jenny	Gavin
1. Did you always work very hard?	√	√
2. Did you always listen carefully to your teachers?		√
3. Did you always behave well?	√	
4. Did you pass your exams easily?		
5. Did you always write your homework slowly and carefully?	√	√
6. Did you think your school days were the best days of your life?		

Activity 2: Listen and answer the questions (Task 2, p. 48)

- Let Ss listen to the passage again if needed and ask them to answer the questions.
- Ask Ss to compare the answers in pairs.
- Call on Ss to write their answers on the boards.
- Check the answers with the whole class.

Expected:

1. When he enjoyed the subjects.
2. He found it very difficult.
3. Because they were difficult for him to do it in a short time.
4. Because he went away to boarding school when he was quite young and he didn't like that. So schools weren't the best days of his life.

4. Post-listening — **10 mins**

Chatting

- Tell Ss to work in pairs to talk about their school. If necessary, give Ss the following questions as help.
• How do you feel about your school? (Do you like it or not?)
• What things do you like and what things don't you like?
(uniform? subjects? teachers? punishment/extra-curricular activities?)
• What changes would you like to make?

5. Home-work — **1 min**

Writing

- Ask Ss to write about the results of their current exams at school and what they will do to prepare for the next exams.

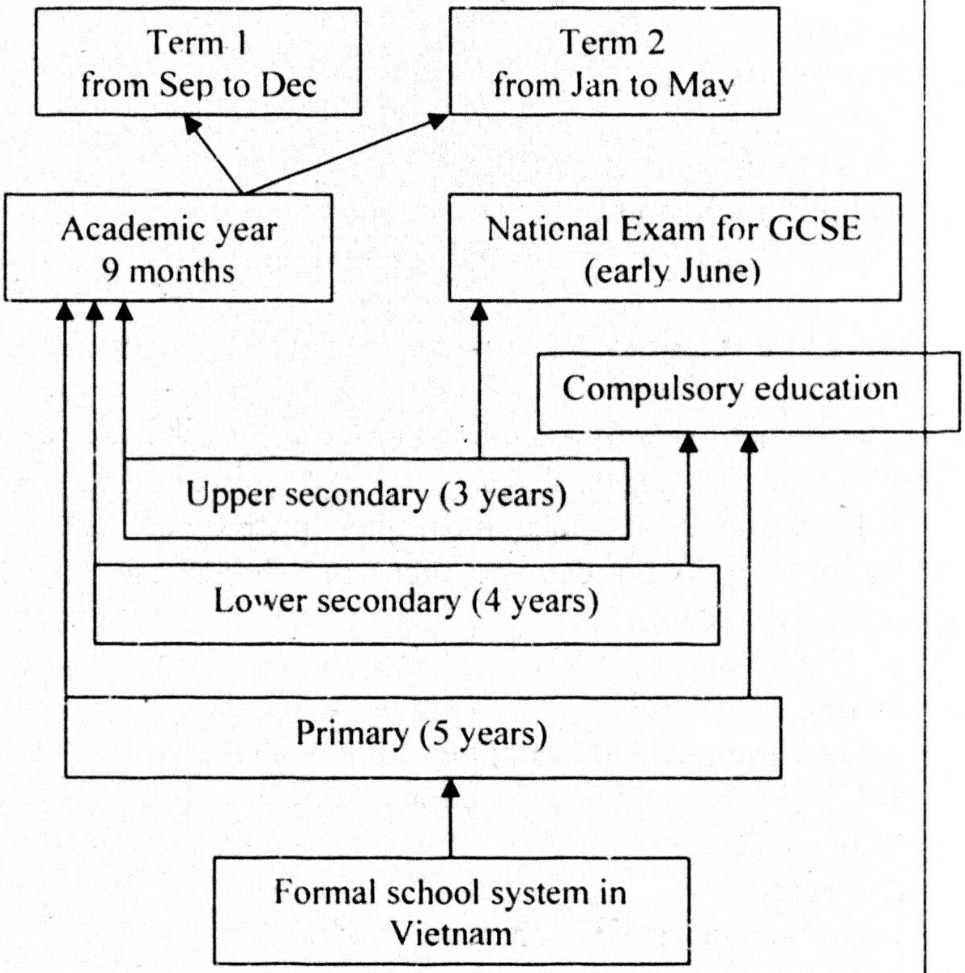
UNIT 4 SCHOOL EDUCATION SYSTEM
WRITING

Aims: By the end of the lesson, students will be able to:
- describe school education system in Vietnam.
- write a passage about the formal school education system in Vietnam.

Teaching aids: pictures, handouts, pieces of paper.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: General knowledge quiz** - Make a copy of 8 questions and cut them out. - Arrange Ss into 4 groups. - Explain to Ss that representatives from each group take it in turns to draw for questions and read them aloud to their groups. - Set the time limit for 10 seconds for each group to answer one question. - One correct answer gets one point. - If a group can't answer the question, the chance is given to the others. - The group who has the most points wins. - Have Ss start the game and congratulate the winner. **Here are the questions:** 1. When does a child start school in Vietnam? 2. How many terms are there in a school year? 3. When does a school year generally begin and end? 4. How long does it take to complete primary education? 5. How many grades are there in Vietnamese lower secondary school? 6. How many grades are there in Vietnamese upper secondary school? 7. How long does the summer holiday last? 8. Is upper secondary education compulsory? **Expected:** 1. A child starts school at the age of six. 2. There are two terms.	**5 mins**

	3. A school year generally begins on September 5th and ends on May 25th. 4. It takes five years to complete primary education. 5. There are four grades. 6. There are three grades. 7. The summer holiday lasts three months. 8. No, it isn't. **Lead-in:** In today's lesson, you'll get to write a short paragraph about a formal school education system in Vietnam.	
2. Pre-writing	**Talking about the school education system** - Ask Ss to work in pairs to talk about the national education system in Vietnam, using the information shown in the following diagram. (See Appendix) - Call on some Ss to speak out their ideas. - Give feedback and make comments.  Term 1 from Sep to Dec Term 2 from Jan to May Academic year 9 months National Exam for GCSE (early June) Compulsory education Upper secondary (3 years) Lower secondary (4 years) Primary (5 years) Formal school system in Vietnam	**10 mins**

	Suggested ideas *There are* ***two*** *levels of education in the formal school system in Vietnam – primary education, and secondary education* ***(secondary education consists of lower secondary and upper secondary education).*** *Primary and lower secondary education are compulsory in Vietnam. Children start to go to primary school at the age of six and after 5 years they move to lower secondary school where they stay for 4 years. When they finish lower secondary school, they have to take an examination to go to upper secondary school for 3 more years. In order to study at a university, they have to pass the national examination held in early June every year. The academic year, which has two terms, lasts 9 months from September 5th to the end of May. The first term is from September to December. After taking the final test of the first term, children have ten days off for the Lunar New Year. The second term lasts from January to May. When finishing this term students have three months' summer holiday.*	
3. While-writing	**Write a paragraph** - Ask Ss to work in groups of 5 to write a paragraph on the formal school education system in Vietnam based on the diagram above. - Go around to control and give help if necessary.	**17 mins**
4. Post-writing	**Peer correction** - Call a student from each group to read their group's writing, and ask the others to make correction and comments. - If time allows, choose one best writing and ask one student to write it on the board. -Give feedback and comments.	**12 mins**
5. Home-work	**Speaking** - Ask Ss to tell their friends about the school education system in Vietnam.	**1 min**

UNIT 4 SCHOOL EDUCATION SYSTEM

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- get some rules of the stress in three syllable words.
- use the Passive voice.

Teaching aids: pictures, handouts, charts.

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1. Warm-up</td><td>Pronunciation
- Hang on a chart with the following words:
chemistry / drinkable / carefully / physical / national / statistics / forgetful / underpay / impossible / education / electric / investigation.
- Ask Ss to read the words and put the words in the correct part of the table according to the stress pattern.</td><td>15 mins</td></tr>
<tr><td>2. Pronunciation</td><td><table><tr><td>1. oOo</td><td></td></tr><tr><td>2. Ooo</td><td></td></tr><tr><td>3. oOoo</td><td></td></tr><tr><td>4. ooOo</td><td></td></tr><tr><td>5. oooOo</td><td></td></tr></table>
Expected answers:
1. statistics / forgetful /electric
2. chemistry / drinkable /carefully / physical / national/ underpay
3. impossible
4. education
5. investigation
- Elicit some general pronunciation rules from Ss.
Notes:
• We can build longer words by adding parts to the beginning or end of the shorter words. Usually, this does not change the stress: it stays the same syllable as in the original words.</td><td></td></tr>
</table>

Look at the example below.

	for	**get**		
	for	**get**	*ful*	
	for	**get**	*ful*	*ness*
	for	**gett**	*a*	*ble*
un	for	**gett**	*a*	*ble*

- Here is a list of beginnings and endings which do not change the stress of the shorter word.

- able (drinkable)
- al (musical)
- ful (beautiful)
- in/im (incorrect/ impossible)
- ish (childish)
- less (carelessly)
- ly (friendly)
- un (unhappy)
- ness (business/ happiness)
- ise (civilize/ industrialize)
- ment (employment/ development)
- ing (surprising/ reclaiming)
- hood (childhood/ neighborhood)
- er (opener / player / ...)
- under (underestimate / ...)

- Some endings do change the stress in the shorter word. Look how the ending *–ion* changes the stress in the word *calculate*.

cal	cu	late	
cal	cu	**la**	tion

- When we add the endings *–ion* or *–ian*, the stress always moves to the syllable before these endings. Here are some more examples:

mu	sic	
mu	**si**	cian

po	**lice**		
po	li	**ti**	cian

in	**ves**	ti	gate	
in	ves	ti	**ga**	tion

- The ending *–ic* also moves the stress to the syllable before it.

Example:

scientist	scien**tif**ic
e**con**omy	eco**nom**ic
atom	a**tom**ic
artist	ar**tis**tic

- There are many longer word endings where the last letters is *–y*. In words with these endings, the stress is placed on the syllable two from the end.

Example:

chem	**ist**	
chem	i	stry

as	tro-		
a	**stron**	o	my

so	cial			
so	ci	**o**	lo	gy

per	son	al		
per	so	**nal**	i	ty

- In words for an expert in the subject, such as *philosopher* or *sociologist*, the stress stays on the same syllable as in the word ending in *–y*.

phi**lo**sophy	phi**lo**sopher
soci**o**logy	soci**o**logist

- Many English speakers do not pronounce the second syllable in *history,* so that it sounds like this /**'histri**/ Oo. The first part of the word *geography* may be pronounced as one or two syllables: /'**dʒɒgrəfi**/ Ooo or /**dʒi:ɒgrəfi**/ oOoo. Many speakers do not pronounce the second syllable in *mathematics*, so it sounds like this: /**mæθ'mætiks**/ oOo.

	Practice - Hang on a chart with the following words: **pho**tograph pho**to**graphy photo**graph**ic e**con**omy eco**nom**ics eco**nom**ical **per**sonal perso**nal**ity **per**sonalize personali**za**tion **ci**vil ci**vil**ity **ci**vilize civili**za**tion - Ask Ss to put the stress on the right syllables of the words then practise reading the words.	
3. Grammar	**Game: Who is this by?** - Arrange the class into 4 groups. - Ask Ss to find out the names of the authors, music bands or directors of the following: *Novels*: War and Peace / Gone with the Wind *Movies*: Titanic / Jussaric Park *Songs*: Let It Be / My Love - The group with the most correct answers is the winner. - Congratulate the winner. **Expected:** - *War and Peace* written by Leo Tolstoy - *Gone with the Wind* written by Margaret Mitchell - *Titanic* directed by James Cameron - *Jussaric Park* directed by Michael Criton - *Let it Be* sung by The Beatles - *My Love* sung by The West Life	**29 mins**
Presentation	**Passive Voice** - Ask Ss to make the sentences using the passive voice. Example: "The novel *War and Peace* was written by Leo Tolstoy". "The song *Let It Be* was first sung by the Beatles". - Elicit the form and uses of the passive sentence from Ss. **• Form:** The passive is formed with be + past participle	

	Active	Passive
Present Simple	It makes	It is made
Present Continuous	It is making	It is being made
Present Perfect	It has made	It has been made
Past Simple	It made	It was made
Past Continuous	It was making	It was being made
Past Perfect	It had made	It had been made
Future Simple	It will make	It will be made
Modals (must, can, may,...)	It must/can make	It must be / can be made

- **Use:**

1.The agent is unknown, unimportant or obvious

Example:

My bicycle **has been stolen** (= we don't know who did this)

The mice **are kept** in cages (= It's not important who did this)

A man **has been arrested** (= It's obvious the police did this)

2. The main topic of the sentence is not the agent.

In English, the main topic of the sentence normally comes at the beginning, and new information about it comes at the end. If the agent is not the main topic, we use the passive. Compare:

***David Branston founded** Virgo Records in 1975, when he was still a teenager.*

(In a profile of Branston, who is the main topic of the sentence)

***Virgo Records was founded** by David Branston in 1975, when he was still a teenager.*

(In a profile of Virgo Records, which is the main topic of the sentence)

3. Formal texts

- In more formal texts the passive is preferred because it sounds less personal. This is especially true in scientific, technical or academic writing.

- The following passive constructions are particularly common in such formal contexts.

It is claimed that.../ It is believed that.../ It is agreed that ...

- Because of the emphasis on formality, the passive is more frequent in written English than spoken English. However, the passive is still common in spoken English in more formal situations.

4. Alternatives to the passive

- In informal speech, we can avoid the passive using subjects like *we, you, they, someone, or people.* This sounds more personal or friendly. Compare:

-The town center ***is going to be closed*** to traffic. (= from a newspaper)

- Have you heard? They **are going to close** the town center to cars! (= in conversation)

- *Have* something *done*

This usually describes a service performed for us by someone else.

Example: **I've** just **had my car serviced.**

It can also describe sth unfortunate that happens to sb.

Example: We **had our car stolen** yesterday.

- *Get* something *done*

Get can not be used in all the same contexts as *have* in this case. Get is common where there is a feeling that sth must be done.

Example: I must get my car **serviced.**

It is also common in orders or imperatives:

Get your hair cut!

- The need to have a service done can be described with *need doing*

Your hair **needs cutting.**

Practice

Activity 1: Gap- fill (Exercise 1, p. 50)

- Arrange Ss to work in pairs to do exercise 1 on page 50 in their textbooks.
- Ask Ss to give their answers.
- Check with the whole class.

	Activity 2: Change into Passive (Exercise 2, p. 50) - Tell Ss to do the exercise 2 on page 50. - Call on some Ss to write the answers on the board. - Check with the whole class.	
Production	**News headlines** (Lucky numbers) **1.Theft of valuable painting from national gallery** **2. Over 100 highway deaths last month** **3. 15 students arrested after demonstration** **4. Manager accused of accepting bribes-forced to resign** **5. Mexico wins soccer championship** **6. Spacecraft discovers new planet beyond Pluto** - Divide the class into 2 groups. - Draw a table with 9 numbers on the board. Tell Ss some of them are lucky numbers. - Get Ss to choose the number, each number is for one headline. Ss have to rewrite these newspaper headlines as complete sentences, using the passive. If they choose one lucky number, they get 2 bonus marks without making the sentence and they have the right to choose another number. - Award one point to the group who has a correct sentence. - The group with more points is the winner. **Expected :** 1. A valuable painting has been stolen from the National Gallery 2. Over 100 people were killed on the highway last month. 3. Fifteen students were arrested after the demonstration. 4. A manager was accused of accepting bribes and forced to resign. 5. The soccer championship is won by Mexico. 6. A new planet beyond Pluto is discovered by the spacecraft.	

4. Home-work	**Choose the right words** - Deliver handouts. **Choose the form in brackets which best completes the story.** One day as Mrs. Jackson (1) *was looking/ had looked* out of the window she (2) *saw/was seeing* two men in the garden next door. They (3) *carried/were carrying* some expensive carpets down the path towards a large van. Mrs. Jackson (4) *called out/ was calling out* and (5) *asked/ asking* them what they (6) *are doing/ were doing/ do/ did*. One of the men(7) *explained/ was explained* that the carpets (8) *are taking/ were taking/ are being taken/were being taken* away to be cleaned. Mrs. Jackson (9) *was thinking/ thought* she (10) *will like/would like/ liked* her carpets cleaned too and asked the two men if they (11) *can / could* put them on the van. The men agreed and explained that they (12) *will return/ would return* the carpets in three weeks time. A week later the neighbors came back and found that the carpets (13) *have stole/ had stole/ have been stolen/ had been stolen*. Poor Mrs. Jackson realized that she (14) *has given/ had given* the thieves her carpets too. **Answer keys**: 1. was looking 2. saw 3. were carrying 4. called out 5. asked 6. were doing 7. explained 8. were being taken away 9. thought 10. liked 11. could 12. would return 13. had been stolen 14. had given	**1 min**

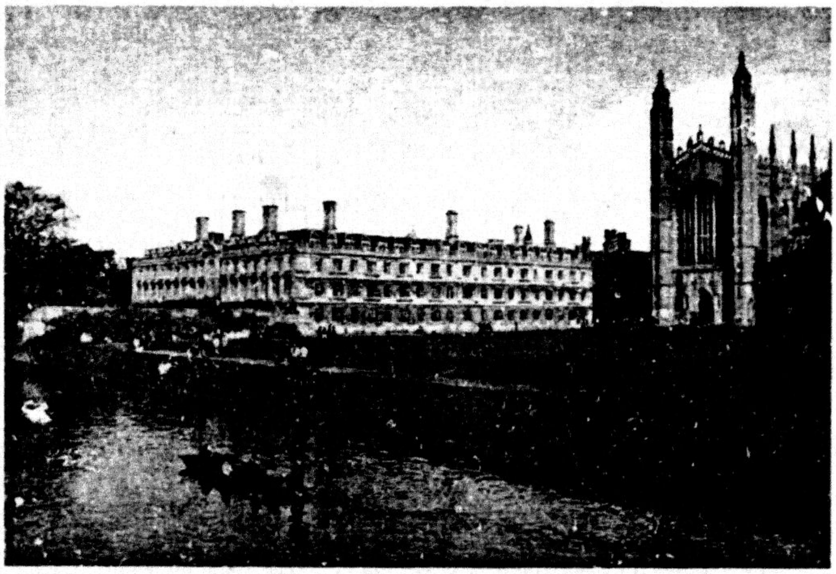
UNIT 5 HIGHER EDUCATION *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about Ss' first impressions of university life.
- arrange the sequence of an event.

Teaching aids: pictures

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Picture guessing**  - Break the class into two teams A and B. - Show Ss a picture of Cambridge University covered with a piece of paper. - Read 4 clues, one by one, about the picture and ask Ss to guess what the picture is about. - The first group to call out the name wins the game. **These are the clues:** *1. It's one of the most famous universities in the world.* *2. It's also the oldest printer and publisher in the world.* *3. It's one of the two oldest and famous universities in Great Britain.*	**2 mins**

2. Pre-reading	*4. Its name begins with letter C.* **Lead-in:** The University of Cambridge is one of the many institutes of higher learning in the UK. - Have you ever planned to continue your education at Cambridge University? - What university would you like to apply for? And why? In today's reading, you'll read three passages of three students talking about their first impressions of university life. **Pre-teaching vocabulary** **1. campus (n)** [k'æ mp ə s] (picture + definition): a campus is an area of land that contains the main buildings of a university or college.(sân và nhà của một trường đại học hoặc học viện) **2. challenge (v)** ['tʃæləndʒ] (translation): **test sb's ability and skills , especially in an interesting way.** (thách thức) Example: The job doesn't really challenge her. **3. blame(v)** [bleim] (explanation) :to think or to say that someone is responsible for something bad.(khiển trách) + blame sb/sth for sth = blame sth on sb/sth: **A bad workman blames his tools (Proverb)** (Vụng múa chê đất lệch) **4. daunting** (a) ['dɔ:ntiŋ] (definition): something that is daunting makes you feel slightly afraid or worried about dealing with it. (làm nản lòng,làm lo lắng; khó khăn) Example: She has a daunting task of cooking for 20 people every day. **5. scary** (a) ['skeəri] (synonym) : frightening (sợ hãi) **6. mate** (n)) [meit] (synonym) : friend (bạn bè) **Checking: Gap-fill** 1. That's the .... story I've ever heard.	**10 mins**

3. While-reading	2. The new library was built in the centre of the .... 3. Intelligent boys do something if it really .... them. 4. A .... of mine used to play soccer for Liverpool. 5. She has a .... task of cooking for 20 people every day. 6. She doesn't .... anyone for her father's death. **Expected answers:** 1. scary 2. campus 3. challenges 4. mate 5. daunting 6. blame **Activity 1: Find someone who...** (Task 2, p. 54) - Let Ss work in pairs to read the text in about 5-7 minutes and then ask Ss to close all their books. - Prepare a set of cards with some information from Sarah, Ellen and Brenden . - Stick the cards on the board and tell Ss to find out who did the things. - Call on some Ss to give their answers - Ask Ss to open their books and check the answers with the whole class. **Information from Sarah, Ellen and Brenden** a. *attended the party on the first weekend at college.* b. *didn't get on very well with the roommate.* c. *was not used to meeting different people every day at college.* d. *liked having a chance to be creative.* e. *was very excited about going to college.* f. *enjoyed the first year at college.* **Expected:** **Sarah: a- e** **Ellen : b-c** **Brenden: d-f** **Activity 2: Question and answers** (Task 3, p. 54) - Get Ss to work in pairs to answer the questions.	**20 mins**

4. Post-reading	- Call on some Ss to write the answers on the board. - Go over the answers with the class. **Expected:** 1. She went out with her friends, walking around the campus. 2. Because when she came to the party, the people at the party were busy playing some games and no one seemed to notice her existence. 3. Ellen's roommate blamed her typing and having a light on while she was trying to sleep. 4. To Brenden, his first year at college was probably the best and most challenging year of his life. 5. The social calendar of the colleges provides him with plenty of opportunities to meet non-engineering students as well as other engineers. **Discussion** - Put Ss to work in small groups of four or five to discuss the question: **"Is the university study important to you? Why or Why not?"** - Tell each group to choose one secretary to write down their ideas and one representative to report the ideas to the class. - Give feedback and comments. ***Suggested ideas:*** • *University study is important because:* *- it helps to get well- paid jobs.* *- it helps to broaden your knowledge.* *- it helps you to work better.* *- it 's easy for you to get promotion.* *- in some companies there 's a " hire and fire " attitude to workers (that is they take on employees when needed and dismiss them for little reason when they are no longer needed), so you need to have university education.* *- there is often a big difference in salary between the directors and workers.*	**12 mins**

	• *University study is not important because:* *- more skilled workers are needed than engineers in the present situation of our country.* *- young people can help their family out with money at home when they go to work.* *- they can attend in-service schools to further their education.*	
5. Home-work	**Writing** - Ask Ss to write a short paragraph about the importance of university study.	**1 min**

UNIT 5 HIGHER EDUCATION

SPEAKING

Aims: By the end of the lesson, students will be able to:

- express their interests in tertiary study.
- talk about the application process to tertiary institutions in Vietnam.

Teaching aids: realia.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Name the things** - Bring along with you the copies of an application form, an identity card, a birth certificate, a certificate of the successful completion of an English course and a curriculum vitae. - Show them to Ss, one by one and ask them what they are. **Lead-in:** - When do you need these things? (Expected: When we want to apply for a job or apply to a university…) You'll talk about the application process to tertiary study in Vietnam	**2 mins**
2. Pre-speaking	**Pre-teaching vocabulary** - Ask Ss to give the Vietnamese equivalents of the words or phrases.	**10 mins**

	1. **reference letter** (thư giới thiệu) 2. **a copy of the originals of school certificate** (bản sao các chứng chỉ gốc ở trường phổ thông) 3. **a copy of records of your performance at school** (bản sao kết quả học tập ở trường phổ thông) 4. **scores of the required entrance examination** (kết quả thi tuyển sinh) **Read and tick** (Task 1, p.56) - Put Ss into pairs to choose which of the admission requirements which are obligatory for Ss to be admitted to a university in Vietnam. - Ask some Ss to give their opinions. - Give feedback.	
3. While-speaking	**Activity 1: Talking about preference** - Get Ss to work into pairs to talk about the university they are interested in and say the reason why they would like to attend that college. - Work with a student to model. - Call on some pairs to practise talking in front of the class. - Make correction and comments. **Example:** *T: What university do you want to apply to?* *S: I'd like to apply to the College of Foreign Languages* *T: What is your most important reason for attending this college?* *S: I'd like to become a teacher. The important thing is my parents want me to become a teacher of English.* **Activity 2:Cues drill** (Task 2, p. 56) - Tell Ss to ask and answer the questions in pairs about the application process to tertiary study in Vietnam, using the cues on page 56 - Go around the class to control and jot down Ss mistakes in pronunciation for later correction. - Call on some pairs to act out their conversation.	**20 mins**

	- Give feedback and make comments. Example: *S1: When do you fill in and send the application form?* *S2: In March*	
4. Post-speaking	**Discussion** (Task 3, p. 56) - In groups of six, ask Ss to discuss the process of applying to a tertiary institution in Vietnam. - Move around the class to give help where needed. - Invite the groups to report to the class. - Give feedback and make comments.	**12 mins**
5. Home-work	**Writing** - Ask Ss to write about the process of applying to a tertiary institution in Vietnam	**1 min**

UNIT 5 HIGHER EDUCATION

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for general ideas and understand the dialogue.
- listen for specific details.

Teaching aids: handouts, CD player.

PROCEDURE

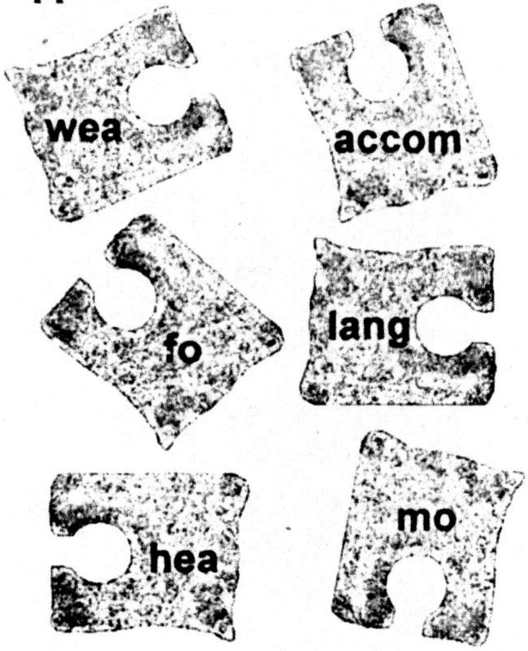
Stages	Activities	Timing
1. Warm-up	**Game: Spy – catcher** - Break the class into groups of six. - Deliver handouts with the following things (see Appendix) - Get Ss to match the pieces of jigsaw puzzle on the left with the pieces on the right to make them meaningful words. - The first group to have the most correct words is the winner of the game.	**4 mins**

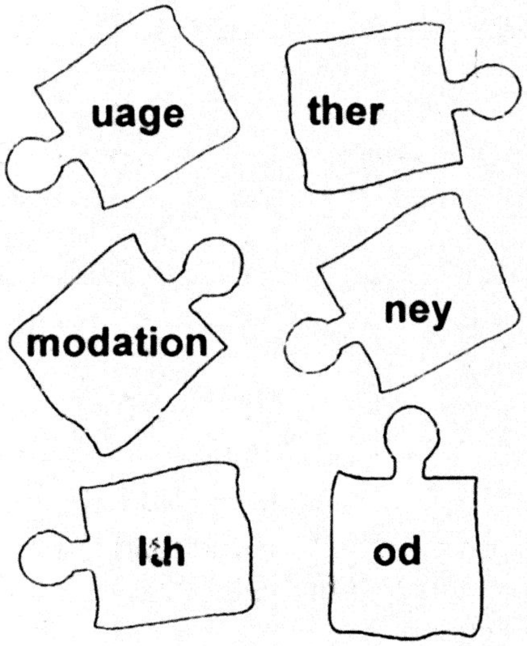
	Expected answers: **language / health / weather/ accommodation / money / food** **Lead-in:** These are some of the problems Ss may encounter while studying overseas. In today's listening section, you will listen to the conversation between John and Christ talking about their study abroad.	
2. Pre-listening	**Pre-teaching vocabulary** 1. **proportion** [prə'pɔ:ʃn] (definition): a part or share of a whole (phần; tỷ lệ) 2.**rural** ['ruərəl] (a) (usually before noun) (picture+explanation): connected with or like the countryside (thuộc về nông thôn) 3. **agriculture** ['ægrikʌltʃə] (n) (explanation): the science or practice of farming (nông nghiệp) + agricultural (a) 4. **tutor** ['tju:tə] (n) (definition): a private teacher especially one who teaches an individual student. (gia sư; trợ giáo) + tutorial (a): connected with the work of a tutor. 5. **appointment** [ə'pɔintmənt] (n) (explanation): a formal arrangement to meet or visit sb in a particular.... especially for a reason connected with their work (cuộc hẹn). + To make/fix an appointment with sb: (hẹn gặp ai) **Checking: ROR**	**8 mins**
3. While-listening	**Activity 1: True – False statements** - Deliver handouts to Ss with the following sentences. 1. *Christ has just finished his Master of Science (MSc) course.* 2. *He studied with many international students.* 3. *He thought the students from other countries got on well on the course.*	**20 mins**

	4. Some of the overseas students were ready to take questions or problems to tutors. *5. He gave some pieces of advice to international students.* - Play the CD two times. Tell Ss to listen and decide whether the statements are true or false according to the conversation. - Ask Ss to compare the results with their partners. - Call on some Ss to give the answers. - Play the CD one more time for Ss to check with each other. - Give feedback on what Ss have. **Expected** : 1. T 2. T 3. T 4. F 5. T **Activity 2: Multiple choice** - Let Ss listen to the tape again and choose the best option (A, B, C or D) to complete the sentences on pages 57-58. - Have Ss compare their answers in pairs. - Go over the answers with the class. **Expected**: 1. C 2. A 3. C 4. A 5. B	
4. Post-listening	**Dialogue building** - Put Ss into pairs to ask and answer the question: **'Would you like to do an undergraduate course in your country or abroad? Why?'** - Call on some pairs to act out their conversation. - Give feedback and comments. **Example:** *1. **A**: Would you like to do an undergraduate course in your country or abroad?* ***B**: I'd like to do an undergraduate course in my country.* ***A**: Why?* ***B**: Because my English is not good enough and I can't afford tuition fees and accommodation for*	**12 mins**

5. Home-work	*studying abroad.* - *The second problem is learning style at university level. We are not familiar with independent learning and modern study facilities...* - *Food is also a problem for us ...* *2.* ***A****: Would you like to do an undergraduate course in your country or abroad?* ***B****: I'd like to do an undergraduate course abroad.* ***A****: Why?* ***B****: Because it's a chance for me to practise English with different students from other countries...* **Writing** -Ask Ss to write a few sentences about the problems they may have when studying in a new school.	**1 min**

Appendix





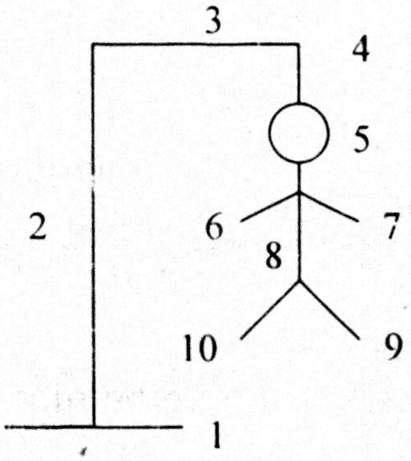
UNIT 5 HIGHER EDUCATION

WRITING

Aims: By the end of the lesson, students will be able to:
- express their ideas about how to write a letter of request.
- write a letter of request.

Teaching aids: pictures

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Hangman** - Have students guess a word phrase corresponding to 13 dashes. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 1 2 3 4 5 6 7 8 9 10 11 12 13 - Divide the class into 2 teams - Tell Ss from each team to take turns to guess the individual letter of the word. - If the letter appears in the word, the teacher writes it in the right position.  - Each time they get wrongly, a section is added to a simple picture of a hanging man. If this picture is complete, the man "hangs" and the students have lost the game. The words to guess: **Request letter** **Lead-in:**	**2 mins**

2. Pre-writing	Today, we will focus on how to write a letter of request to ask for the information about the admission requirements to the university. **The Outline** - Elicit the outline of a request letter. *Introduction:* - the reason for wanting the information, your interest in tertiary in England (mention the name of the program/the university/…) *Request:* - The request for information - An apology for causing trouble followed by a specifying of the request(state what information you would like them to provide) - Say you would be happy to supply further information about yourself (your ability of English, record of secondary education…) *Conclusion:* - End with a polite conclusion **Useful expressions:** - *I am writing to you because I need...* - *Would you be kind enough to let me know... ?* - *I wonder whether you could give me some information about ...* - *I should be very grateful if you would let me have the following information...* - *I should particularly like to know if...* - *I should be very much obliged if you could let me have full details of ...* - *Would you be willing to supply... ?* - *I must apologize for bothering you with this but it would be so kind if you could...*	**12 mins**
3. While-writing	**Write it yourself** - Arrange Ss into small groups of four to write a letter of request to ask for the information about the admission requirements to the university, following the outline on page 58. - Go around to control and give help where needed.	**18 mins**

	- When Ss have finished, get the groups to read aloud their letters. - Pick out the best one. **Suggested letter:** *Dear Sir/ Madam,* *My name is Nguyen Quoc An. I have just graduated from a senior high school and I plan to continue my education at a University in England. I have always been interested in tertiary study in England, especially in the area of chemistry and environmental science at Cambridge University. Would you be willing to supply some information about the admission requirements (a college catalog and application kit)?* *I would be very happy to give you any information about myself, for example, my English proficiency or record of secondary education study at high school...* *I believe that my high school record shows me to be a dedicated and accomplished student.* *I look forward to hearing from you.* *Yours sincerely,* *Nguyen Quoc An*	
4. Post-writing	**Correction** - Ask one student to write the best letter on the board. - Make correction with the whole class.	**12 mins**
5. Home-work	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 5 HIGHER EDUCATION

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- get some rules of the stress in more than three syllable words.
- use conditional sentences.

Teaching aids: pieces of paper.

PROCEDURE

Stages	Activities	Timing
1. Pronunciation	**Pronunciation:** (see **Language Focus** – *Pronunciation* in Unit 4) - Read the words and ask Ss to repeat. - Invite some Ss to read the words. - Ask them to practise reading the sentences in their textbooks (page 59)	**10 mins**
2. Grammar **Presentation**	**Grammar: Conditional sentences** - Write three conditional sentences of three types on the board with a mistake in each sentence. 1. I will go for a walk if I woke up early. 2. If I would have enough money, I would go abroad on holiday. 3. If I had worked harder at school, I could have go to the university. - Ask Ss to correct the mistakes in the sentences and give reasons to their answers. - Elicit the three types of conditional sentences from Ss. **Type 1:** ***Future/ Present possible*** ***If*** **+ Simple Present +** ***will*** **+verb** *(real possibility)* Example: If I ***have*** enough time, I ***will*** help you. **Type 2:** ***Present unreal*** *(imaginary situations generally in the present)* ***If*** **+ Past Simple +** ***would*** **+ verb** Example: If he ***weren't /wasn't*** an actor, he ***would*** be a teacher.	**34 mins**

	Type 3: ***Past unreal*** *(imaginary situations in the past)* ***If*** **+ Past Perfect+** ***would have / might have /could have*** **+ past participle** Example: If I ***had gone*** to the party, I ***would have seen*** him. She ***might have passed*** her exams if she ***hadn't had*** so many personal problems. • Sometimes we want to talk about the **past and present together**. In this case we can 'mix' these two forms. Example: If she ***hadn't left*** her job, she ***wouldn't see*** her children. *(past)* *(present)* If she ***didn't trust*** you, She ***wouldn't have lent*** you all that money. *(present)* (past)	
Practice	**Activity 1: Real or Unreal?** - Read some conditional sentences of three types. - Ask Ss to listen and decide what type of conditional sentences they belong to. - Invite class opinion and give feedback. Example: *T: What a pity! I'll have a test tomorrow. If I didn't have a test, I'd go with you.* *S: Present unreal* *T: If I had been here earlier, I would have told her some good news.* *S: Past unreal* **Activity 2: Sentence completion** - Handout the copies and ask Ss to complete the sentences on the copies, using conditional type 1, 2 or 3. - Call on Ss to write the answers on the board. - Check with the class.	

	The sentences on the handouts: 1. Most people would be happier if, … 2. If you had been there yesterday, … 3. If there were a fairy here, … 4. If I had been a king in the old times, … 5. If I won a lot of money, … 6. She will be angry if…	
Production:	**Who is your partner?** - Divide Ss into two groups A and B. - Direct group A to compose only the first half of "if " clause sentences, using the names of Ss in the class, e.g., " If Hoa would get up on time …". (choose either *Present unreal* or *Past unreal condition* for Ss to write) - Instruct group B to write only the second half of "if" clause sentences, also using the Ss' names, e.g., "Phuong would be sick.". Each group should work independently. - Put group A's and group B's sentence halves in separate piles. Ss, take turns, select a sentence half from each pile and read the resulting sentence aloud. The sentences may not make much sense but should prove amusing. - Make corrections if necessary.	
5. Homework	**Sentence transformation.** Finish the incomplete sentences in such a way that each one means exactly the same as the complete sentence before it. The first one is done as an example: *1. You can't see the manager without an appointment.* If you haven't got an appointment, you can't see the manager. 2. *My advice is to go and see the doctor.* If…………………………………… …………. 3. *You'll get fat by eating too much.* If ………………………………………...... 4. *He hasn't come to work today because he's got a heavy cold.* If …………………………………………. 5. *If I hadn't tried to left those heavy boxes, my back*	**1 min**

wouldn't have hurt so much.
My back hurt ………………………………………………

6. *He couldn't spend part of summer in college because he failed his final exam.*
If ……………………………………………………………

7. *Without the sun, what would happen on the earth?*
If ……………………………………………………………

8. *But for your encouragement, I would have given it up.*
If ……………………………………………………………

Answer keys:

2. If I were you, I'd go and see the doctor.
3. If you eat too much you'll get fat.
4. If he hadn't got a heavy cold, he would have come to work today.
5. My back hurt so much because I tried to lift those heavy boxes.
6. If he hadn't failed his final exam, he could have spent part of summer in college.
7. If there weren't the sun, what would happen on the earth?
8. If it hadn't been for your encouragement, I would have given it up.

UNIT 6 FUTURE JOBS *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- read for specific information.
- know some factors that would help them succeed in a job interview.

Teaching aids: pictures, cards, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Collocation** - Put Ss into 6 groups. - Each group is given a set of word cards as follows: **dressing** **self-confident** **answer** **a smiling** **gesture** **responsibility** - Prepare another set of cards (see below) and stick the cards one by one on the board. - Get the groups to choose and stick the appropriate cards to the ones on the board to make meaningful phrases. - Award one point to the first group who gives a correct answer. - The group having the most points wins. Here are the cards to stick on the board: **face** **feeling** **a nice** **clear and honest** **neatly and formally** **sense of** **Expected answers:** a nice gesture/dressing neatly and formally/a smiling face/clear and honest answer/sense of responsibility/feeling self-confident.	**5 mins**

	Lead-in: - These are some of the factors that would help people succeed in a job interview - Have you ever been interviewed for a job? - In order to make a good impression during a job interview, what do you need to prepare for it? In today's reading lesson, you'll have got some useful pieces of advice for a job interview.	
2. Pre-reading	**Pre-teaching vocabulary** **1. vacancy** ['veikənsi] (n) (explanation) a job that is available for sb to do; a room that is available in a hotel (một vị trí hay chức vụ còn bỏ trống) **2. resume** [ri'zju:m] (n) (realia+synonym): curriculum vitae (bản lý lịch) **3. recommendation** [,rekəmen'deiʃn] (n) (translation) an official suggestion about the best thing to do: sự tiến cử; lời giới thiệu + make recommendation to sb on sth **4. jot down** [dʒɔt daun] (v) (miming+ synonym): write sth quickly (ghi lại tóm tắt) Example: I'll just jot down the address for you. **5. keenness** ['ki:nnis] (n) (synonym): special interest, enthusiasm; great eagerness to be involved in a particular activity which you like or enjoy (sự say mê; sự nhiệt tình) + be keen on sth/doing sth: like sth a lot and be very enthusiastic about it **6. qualification** [,kwɔlifi'keiʃn] (n) (explanation): an exam that you have passed or a course of study that you have successfully completed. (văn bằng; bằng cấp) **Checking: ROR** **True- False prediction** (Task 1, p.64) - Divide the class into six groups and deliver handouts to the groups. Ask them to close all the books. - Tell Ss in the groups to discuss and predict which of the sentences on the handouts are true. - The groups write their predictions on the board.	**10 mins**
3. While-reading	**Activity 1: True –False statements** (Task 2, p.64) - Ask Ss to open their books, read the reading passage	**18 mins**

	and check whether the sentences are True or False according to the text. - The winner is the group who has the most correct answers. - Congratulate the winner. **Expected:** 1. F 2. T 3. F 4. T 5. T 6. F 7. F 8. T **Activity 2: Where is it from?** (books closed) - Put Ss into pairs and tell them to read the passage again then close their books - Read the following words and ask each student to write the words on a sheet of paper, then put the words into the correct paragraph (1. *Before the interview* - 2. *During the interview* – 3. *After the interview*). - Ask Ss to exchange the ideas with their partners and give the main ideas of each paragraph based on the words they have just written. **Here are the words to read**: Dress neatly and formally/concentrate/certificates/letters of recommendation/prepare/enthusiasm/keenness /disappointed/interviewer's comments/polite/honest/on time. **Expected answers**: 1. *Before the interview*: on time / dress neatly and formally / certificates / letters of recommendation / prepare. 2.*During the interview*: concentrate / polite / honest / enthusiasm / keenness. 3. *After the interview*: disappointed /interviewer's comments.	
4. Post-reading	**Discussion** - Arrange Ss to work in 8 groups. - Hang on a chart with the following things: 1. *The type of cloth you wear.* 2. *Arriving at least 15 minutes before the interview.* 3. *Preparing what you want to say before the interview.* 4. *Showing your best side: your keenness to work and your sense of responsibility.* 5. *Finding out about the company you wish to work*	**11 mins**

	before going to the interview. *6. Asking more information about the job you applied for.* *7. Talking about your hobby, the TV programs you watch, and who your friends are.* *8. Asking the interviewer personal questions.* - Tell Ss they are going to indicate if the above things are very useful or not useful during an interview and give the reason why. Assign each group to discuss one thing from 1 to 8. - Ask Ss to write their ideas on the posters and stick them on the board. - Invite the representatives from some of the groups to speak out their ideas. - Give feedback and make comments. **Variations** **Role-play** - Put Ss into pairs, one student is the manager of a company (the interviewer), the other is the job applicant (the interviewee). - Tell Ss that the interviewer will ask the job applicant to give a CV (curriculum vitae: brief account of her/his personal identification and qualities, her/his education and the jobs she/he has had) and the job applicant will be ready to answer the interviewer's questions. What's your name?/How do you spell it?/What senior high school did you go to?/When did you finish school?/ Have you studied at or applied to the university before?/If you have, name all the courses you have taken/Do you finish your post secondary education? Name your major fields of study?/What qualifications have you obtained? When did you graduate from the university? Have you ever worked in a hotel/a shop ...?/What position are you interested in? How many languages can you speak? Do you like meeting people?...	
5. Home-work	**Vocabulary review** - Ask Ss to learn the new words by heart.	**1 min**

UNIT 6 FUTURE JOBS

SPEAKING

Aims: By the end of the lesson, students will be able to:

- give their opinions about jobs.
- talk about the jobs of their choice

Teaching aids: pictures

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: What's my job?** - Divide the class into 2 groups - Read 8 sentences that farmers, doctors, teachers… often say. - Tell Ss to listen and guess the job. - The first group to speak out the name of a job gets one point. - The group with more points is the winner. **Sentences teacher reads:** 1. *Take two tablets a day after meal.* 2. *You will have a test next week.* 3. *Here's your key. Room 245.* 4. *We have a bumper crop this year.* 5. *Please fasten your seatbelt before the plane takes off.* 6. *You've passed the red light. You have to pay a fine.* 7. *It's rather cold inside Phong Nha Cave so you should bring warm clothes.* 8. *What would you like to order?* Key: 1. doctor 2. teacher 3. receptionist 4. farmer 5. air-hostess 6.traffic warden 7. tour guide 8. waiter	**4 mins**

	Lead-in: Today, we continue talking and giving opinions about jobs.	
2. Pre-speaking	**Who am I? (**Task 1, p. 66) - Arrange the class into six groups. - Give each group a card with a word on. - Ask Ss to take it in turns to give the definitions or descriptions of the words on their cards. - Tell Ss that they can use the given cues in their textbook on page 61. - The other groups have to guess what the words are. - The first group to speak out the word wins one point. - The group with more points is the winner. **The words to guess**: *teacher/doctor/librarian/farmer/tour guide/writer* Example: ***What am I ?*** - I sit in a desk. I work in a building and handle many books in the day. (*I am a librarian*) ***What am I?*** - I take care of injured and sick people. I help to save people's lives. (*I am a doctor*)	**10 mins**
3. While-speaking	**Activity 1: Matching** - Tell Ss they are going to work in pairs and decide which of the jobs (in column A, task 2, p. 66) they think these words/phrases go with. - Call on some Ss to give the answers. - Give feedback. - *regular working hours:* ______________ - *uniform:* ______________ - *fascinating:* ______________ - *rewarding:* ______________ - *noisy:* ______________ - *dangerous:* ______________ - *challenging:* ______________ - *difficult:* ______________ - *away from home:* ______________	**20 mins**

Expected answers:
-*regular working hours:* hotel receptionist, policeman
- *uniform:* policeman
- *fascinating:* pilot, teacher
- *rewarding:* waiter
- *noisy:* taxi driver
- *dangerous:* electrician
- *challenging:* pilot, computer programmer. teacher
- *difficult:* computer programmer/pilot
- *away from home:* journalist, pilot

Activity 2: Discussion

- Ask Ss to work in pairs to discuss which of the following jobs they would like or would not like to do and state the reasons for their choice.

pilot/waiter/taxi driver/hotel receptionist
air-hostess/ teacher/ farmer/ tour guide...

- Call on some Ss to report their ideas in front of the class.
- Give feedback and comments.

Suggested ideas:

- *I would like to work as a tour guide because I will be able to travel a lot when I take tourists on sight-seeing tours throughout my country. I am keen on introducing the foreign tourists to all the scenic spots of my country.*
- *My dream is to become an air-hostess because flying has always appealed to me greatly since I was a child. I will have a good chance of traveling abroad and communicating with people of different nationalities.*
- *I am interested in being a hotel receptionist because tourism is booming in our country, more and more people are willing to spend money on tours and travel. In addition, I like to meet different people from many parts of the world and I believe my English will improve considerably thanks to constant communication to them.*
- *I will train to be a teacher because I want to follow*

	my father's footsteps. I like to communicate knowledge and new ideas to people. Teaching is the most creative career, which helps train good citizens for the country and makes them the pillars of the nation. *- I don't like manual work because I think it is poorly- paid and energy-consuming. My health is not good and I don't think I am fit enough for arduous work.* *- I have no idea what I am going to do but I think all work is honorable, so long as you have an honest job, you have no fear of money problems or poverty.*	
4. Post-speaking	**Personalization** (Task 3, p. 67) - Put Ss to work in groups of four or five. - In groups, Ss talk about a job they may do after they finish high school, using the following cues as help: *Where you work* *Who you work with* *The salary you may get paid* *The working conditions* - Invite the groups' ideas. - Make comments on what Ss have.	**10 mins**
5. Home-work	**Writing** - Ask Ss to write about the job they may do when they finish high school.	**1 min**

Extension

Read the following passage and answer the questions.

Work and Careers

Sometimes we say that someone we know is "a square peg in a round hole". This simply means that the person we are talking about is not suited for the job he is doing. He may be book-keeper who really wants to be an actor or a mechanic who likes cooking. Unfortunately, many people in the world are "square pegs"; they are not doing the kind of work they should be doing, for one reason or another. As a result they probably are not doing a very good job and certainly they are not happy.

Choosing a right career is very important. Most of us spend a great part of our lives at our jobs. For that reason, we should try to find out what our talents are and how we can use them. We can do this through aptitude tests, interviews with specialists and study of books in our field of interest.

Questions:
1. Why is it important to find the right career?
2. Name three ways that we can find the right career.
3. What do we mean by "square peg in a round hole"?
4. Do you know anyone who is not happy in his work? Is he a "square peg in a round hole"?

Suggested answers:
1. Because we spend a great part of our lives at our jobs.
2. We can find the right career through aptitude tests, interview with specialists, and study of books in our field of interest.
3. It simply means that the person we are talking about is not suited for the job he is doing.
4. (students' opinions)

UNIT 6

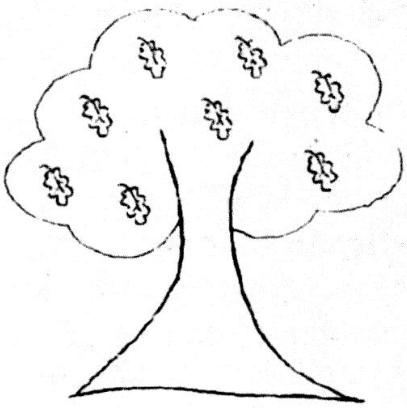
FUTURE JOBS

LISTENING

Aims: By the end of the lesson, students will be able to:
- listen for general ideas.
- listen for specific information.

Teaching aids: pictures, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Puzzles** 	**5 mins**

	- Divide the class into 2 groups. - Stick the poster with the tree of 8 leaves on. - Ss from each group take turns to pick a leaf on the tree at random. There is a puzzle at the back of each leaf. - Let Ss read aloud the puzzle to their groups and they have to guess what the job is. - One correct answer earns one point. - If a group can't give the correct answer, the chance is given to the other group. - The group with more points is the winner of the game.	
2. Pre-listening	**Here are the puzzles:** *1. I play music. Who am I? (*musician) *2.I direct traffic at the crossroads (*policeman/traffic warden) *3. I fly a.plane (*pilot) *4. I protect the country (*soldier) *5. I help people when they are sick. (*doctor) *6. I travel a lot and show tourists around interesting places.* *(*tour guide*)* *7. I advise people about the law. (lawyer)* *8. I keep or check financial accounts. (accountant)* **Lead-in:** - These jobs are the most popular in the US. Which job do you think is the most popular in Vietnam? - In today's listening section, you'll get to know about some of the recent changes in the US jobs market. **Pre-teaching vocabulary** 1. **predict** [pri'dikt] (v) (synonym): forecast; say that sth will happen in the future (dự đoán) + to make predictions about sth 2. **wholesale** ['houlseil] (n) (translation): (sự bán sỉ) + wholesale (a): connected with goods that are bought and sold in large quantities (theo lối bán sỉ) 3. **retail** ['ri:teil] (n) (antonym): retail>< wholesale (sự	**7 mins**

	bán lẻ) Example: - The recommended retail price is $ 9.99. 4. **shift** [ʃift] (n) (definition): a change in position or direction. (sự thay đổi vị trí, bản chất, hình dạng) **Checking: What and where**	
3. While-listening	**Activity 1: Listen and fill in the gap** (Task 1. p. 67) - Ask Ss to read through the information in the boxes. - Play the CD player and let Ss listen to the passage. - Play the CD player the second time for Ss to fill in the missing words in the boxes. - Let Ss listen to the recording one more time if needed and check the answers with the class. **Expected**: 1. manufacturing 2. service 3. transportation 4. finance 5. service **Activity 2: True – False statements** (task 2, p. 68) - Let Ss read the sentences for about 1 or 2 minutes. - Play the CD player again for Ss to listen. - Call on some Ss to give their answers. - Have the others listen and make corrections if necessary. - Give feedback. **Expected:** 1. T 2. F 3.T 4. F 5. F	**20 mins**
4. Post-listening	**Speaking: Summarizing** - Let Ss work in pairs to summarize the passage they've just listened, based on the information in Task 1 and Task 2. - Invite some Ss to report to the class. - Get the other students to correct mistakes if needed and make comments.	**12 mins**
5 Home-work	**Writing** - Ask Ss to write a short paragraph about their future jobs.	**1 min**

UNIT 6 FUTURE JOBS

WRITING

Aim: By the end of the lesson, students will be able to:
- write a formal letter of job application.

Teaching aids: pictures, charts, handouts.

PROCEDURE

Stages		Timing
1. Warm-up	**Game: Spot the Differences** (see Appendix) - Divide Ss into groups of six. - Give each group two pictures with eight differences. - Tell them to spot 8 differences between the two pictures. - The first group to find out all the differences wins the game. **Expected:** 1. there are five plates (four plates) 2. the chef having side-whiskers. (not having side-whiskers) 3. a large pan (a small pan) 4. one boy wearing a long apron (a shorter apron) 5. one boy wearing a striped apron (a plain apron) 6. the chef wearing a very dirty apron (a cleaner apron) 7. the young man wearing a checked shirt (a plain shirt) 8. the young man holding a newspaper with a circle on it (no circle on the newspaper) **Lead-in**: What do you think the young man in the picture is doing? (He is applying for a job advertised on a newspaper) Have you ever read an ad on the newspapers to look for a job? Today, you will learn how to write a letter to apply for the job mentioned in the advertisements.	3 mins
2. Pre-writing	**Activity 1: Dialogue completion** - Ask Ss to work in pairs, reading the following ads and	12 mins

filling in the notes.

LONGWOOD BOOKSHOP
VACANCY
SHOP ASSISTANT
***Bookshop Duties*:**
To work in a large bookshop; to handle
customer inquires and sales.
***Qualifications*:**
High school graduate.
Good knowledge of English.

A. Which job would you like to apply for?
B. I'd like to apply for the job of (1)______ at (2)_______.
A. I see. Do you have the right qualifications for that job?
B. (3)__________.
A. Good. And what's your English like?
B. (4)__________.

Expected:
(1).a shop assistant (2) Longwood Bookshop (3) Yes. High school graduate (4) I have good knowledge of English.

UNITED TRAVEL SERVICES
VACANCIES
TOUR GUIDE
Duties: To conduct escorted tours for foreign visitors; to assist with travel and transport arrangements.
Qualifications: Good appearance. High school diploma. Good knowledge of English. Out-going personality.

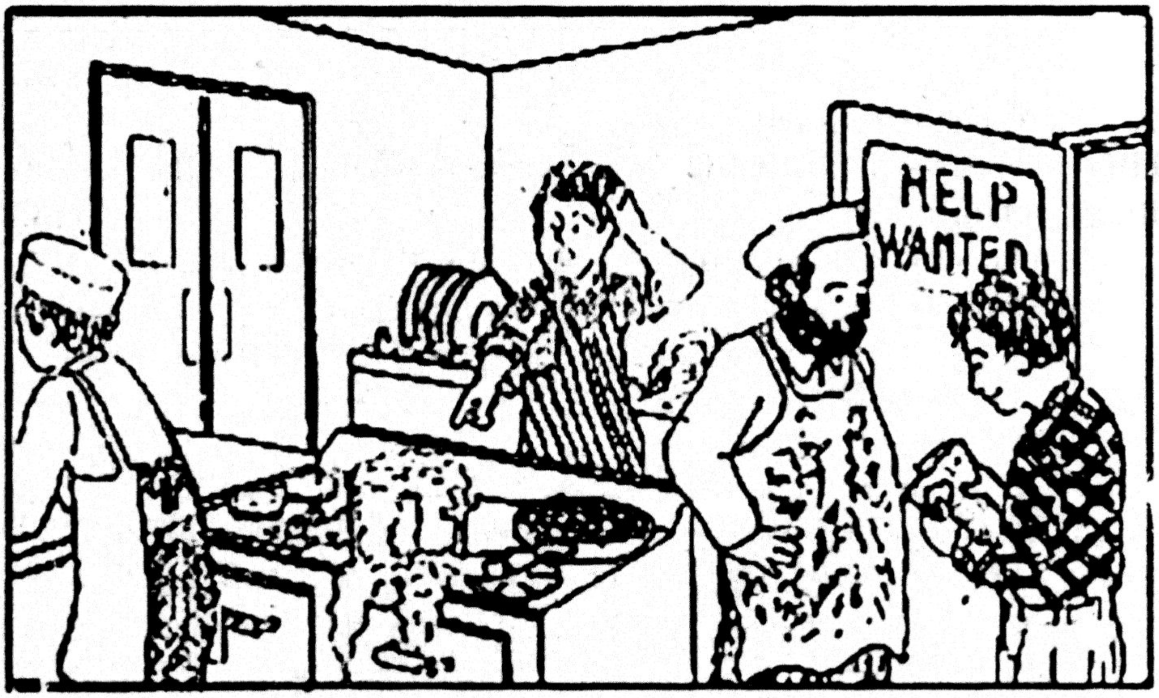
A. Which job would you like to apply for?
B. I'd like to apply for the job of (1)______ at (2)_______.
A. I see. Do you have the right qualifications for that job?
B. (3)__________.

	A. Good. Do you have any working experience? What are your characters and interests? **B.** (4)____________. *Expected:* (1). a tour guide (2). United Travel Services (3) Yes. I have got high school diploma. (4) I've got influent English, good appearance and out-going personality. - Call on some Ss to give their answers. - Check the answers with the class. - Tell Ss that they are going to work with their partners again, choosing one of the positions advertised and practising the dialogues. **Activity 2: Eliciting** - Eliciting the outline of the letter applying for a job from Ss. The letter should include the following details: • Your name, address and date of writing • Name and address of the company • Greeting • Introduction: say where you saw the ad and why you are writing the letter of application • Body: mention your education, qualifications and working experience • Conclusion: express your willingness/interests to work for the company and when you are available for the interview • Closing **Some useful expressions**: *- I am interested in the job of ...* *- I am writing in reply to your advertisement in Saigon Times........* *- I should be very grateful if you would send me further details about ...* *- I should like to make an application for the post of...* *- I saw your advertisement in the ...... and I would like to apply for the job of ......* - *I enclose a full curriculum vitae. As you can see, I*	

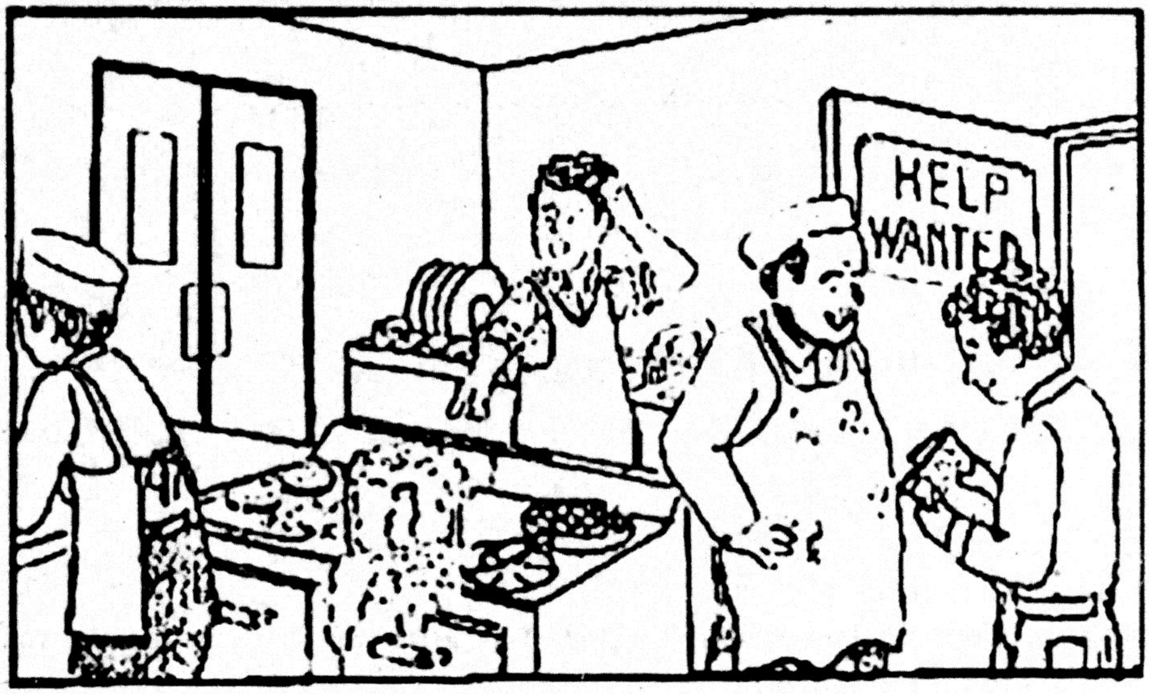
	have had considerable experience as an ………… *- You will see from the enclosed resume that I have one year experience as a ……………* *- I think I meet all the qualifications that you specify …* *- If you feel that my qualifications meet with your requirements, I shall be pleased to come for an interview …* *- If you consider that my qualifications and experience are suitable, I should be available for interview at any time.*	
3. While-writing	**Write it yourself** - Get Ss to write a letter to Vinatour, applying for the job mentioned in Task 1. - Go around to control and give help with vocabulary. - Collect Ss' writing when they have finished. **Suggested letter** *Dear Sir / Madam,* *I saw your advertisement in today's edition of the Vietnam News and I would like to apply for the position of a tour guide. I am very interested in the job and I am confident you can use a person with the following qualifications:* *- Enjoying going out and meeting new people* *- Helpful and attentive* *- Neat appearance, pleasant voice and good disposition* *- Speaking English fairly well* *- Willingness to work hard for long hours* *- Having one year of experience as a tour guide* *My resume is enclosed summarizing where these skills and abilities were developed. I would be available for interview at any time.* *I look forward to hearing from you.* *Yours faithfully,* *Nguyen Quoc Anh*	**16 mins**
4. Post-writing	**Correction** - Choose one or two pieces of writing and ask Ss to write on the board.	**13 mins**

	- Encourage Ss to give opinions. - Give feedback and make comments.	
5. 5. Home-work	**Language review** - Tell Ss to revise what they have just learnt.	**1 min**

Appendix


HELP WANTED

Can you find eight differences between these pictures?


HELP WANTED

UNIT 6 FUTURE JOBS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:
- distinguish between the strong and weak forms of some conjunctions and prepositions
- revise relative clauses and use reduced relative clauses.

Teaching aids: picture cards, charts, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up **2. Pronunciation**	**Strong and weak forms of some conjunctions and prepositions** - Hang on a chart with following sentences. - Read the sentences and ask Ss to distinguish the strong form and weak form of the conjunctions *and/but* and the prepositions *at/for/of/to/from* in the sentences. - Tell them to underline the words with strong form. 1. What is this in the bottom *of* /**əv**/ the bag? 2. I'm looking forward *to* /**tə**/ seeing you. 3. I'll see you *at* /**ət**/ lunch. What's he shooting *at* /**æt**/? 4. A: He telephoned me *from* /**frəm**/overseas every day. B: Where *from* / **frɒm**/? 5. A: How long have I come *for* /**fɔ**:/? B: *For* /**fər**/ a month. 6. The letter is *from* /**frɒm**/ him, not *to* /**tu:**/ him. 7. This is good *but* /**bət**/ expensive. 8. Come *and* /**ən**/ see - Elicit some simple rules from Ss ✳The strong form is used in the following cases: • For many weak-form words, when they occur at the end of a sentence; for example, the word '*of* 'has the weak form/**əv**/ in the following sentence: 'I'm fond **of** chips' However, when it comes at the end of the sentence, as in the following example, it has the strong form /**ɒv** /. ' Chips are what I'm fond **of** ' • When a weak-form word is being contrasted with	**14 mins**

another word; for example:
‘ The letter is **from** **/frɒm/** him, not **to** **/tu:/**him

- When a weak-form word is being “cited” or “quoted”; for example:
‘You shouldn’t put “and”/**ænd**/at the end of a sentence.
- When a weak- form word is given stress for the purpose of emphasis; for example:
‘You **must** /**mʌst**/give me more money’
- Here are the ways to pronoun some of the conjunctions and prepositions in weak and strong forms.

Conjunctions

1. **AND**

Weak form: **ən** (sometimes **n after t, d, s, z,ʃ**)
‘Come and see’ **kəm ən si:**
‘Fish and chips’ **fiʃ n tʃips**
Strong form: **/ænd/**

2. **BUT**

Weak form: /**bət**/
Strong form: /**bʌt**/

✳**AND & BUT** are usually pronounced in their weak forms.

Prepositions

1. **AT**

Weak form:/**ət**/
Strong form:/**æt**/

2. **FOR**

Weak form: /**fə**/ (before consonants)
‘Tea for two’ **ti: fə tu:**
/**fər**/ (before vowels)
‘Thanks for asking’ **θæŋks fər a:skŋ**
Strong form: /**fɔ:**/

3. **OF**

Weak form: /**əv**/
Strong form: /ɒ**v**/

4. **TO**

Weak form:/**tə**/ (before consonants)
‘ Try to stop’ trai tə stɒp
/**tu**/ (before vowels)

	'Time to eat' **taim tu i:t** Strong form: /**tu**/ ' I don't want to' **ai dəunt wɒnt tu** 5. **FROM** Weak form: /**frəm**/ Strong form: /**frɒm**/ **Practice** - Read the sentences on page 70 (textbook) and ask Ss to repeat. - Ask Ss to practise reading the sentences. - Call on some Ss to read aloud the sentences. - Make corrections if necessary.	
3. Grammar **Presentation**	**Reduced relative clauses** - Write three sentences with relative clauses on the board: 1. *The girl **who** is talking to your sister is Alice.* 2. *The house **which (that)** was destroyed by the storm last night is being rebuilt.* 3. *The book **which** I bought last week is about Africa.* - Revise the use of relative pronouns *who, whom, which, that and whose* in the sentence. - Ask Ss to express the sentences in other possible ways. Expected answers: 1. *The girl **talking to your sister** is Alice* 2. *The house **destroyed by the storm last night** is being rebuilt.* 3. *The book **I bought last week** is about Africa.* - Underline the phrases in the 1st and 2nd sentence and tell Ss they are non-finite clauses (present and past participial phrases) reduced from relative clauses. - Elicit the ways to omit relative pronouns. **Omission of relative pronouns** • We can leave out *who, that which* when they are the objects in defining relative clause. (as in the 3rd sentence) • A present participial phrase can be used to replace a relative clause when the verb in the clause is active (as	**30 mins**

in the 1st sentence).
This structure is often used when the verb in the clause is in the progressive tense.
Example:
The man ***who is teaching in the classroom*** is Mr. Minh
The man ***teaching in the classroom*** is Mr. Minh

- A past participial phrase can be used to replace a relative clause when the verb in the clause is passive.

Example:
I don't like the film ***which was shown on TV last night***
I don't like the film ***shown on TV last night.***

- **To- infinitive** can be used to replace the relative clause when the preceding noun or noun phrase contains *the first, the second ...the next, last, only and superlatives.*

Example:

Louis Armstrong was the first man ***to land*** *on the Moon.*

Variations

- Play the song *We Are the World.*
- Deliver handouts with a short paragraph of the song.
- Ask Ss to listen to the song "**We Are the World**" and fill in each gap with one word that they hear.
- Hang on a chart with the song and check the answers with the class.

" There comes a time (1)............. we hear a certain call when the (2)............... must come together as one. There are people (3) ...., and it's time to lend a (4)........... to life, the greatest gift of all.

We can't go on (5) .... *day by day that someone somewhere will soon make good (6)................We're a part of God's great big family, and the (7).................you know love is all we need.*

Ref. - We are the world, we are the (8).............. We are the ones (9)................ make a brighter day so let's start giving. There's a (10)................ we're making. We're (11).................. our own lives. It's *true we'd make a (12)………………… day just you and me."*

Key:

1. when 2. world 3.dying 4. hand
5. pretending 6. change 7. truth 8. children
9. who 10. choice 11. saving 12. better

- Ask Ss to underline the sentences with relative clauses.
- Write the sentences on the board.

*** 1. There comes a time when we hear a certain call.**
*** 2. We are the ones who make a brighter day …**
*** 3. There's a choice we're making.**

- Ask Ss to express the second sentence in another way.

We are the ones making the brighter day…

- Ask Ss to look at these sentences again and elicit the form and usage of the reducing relative clauses.

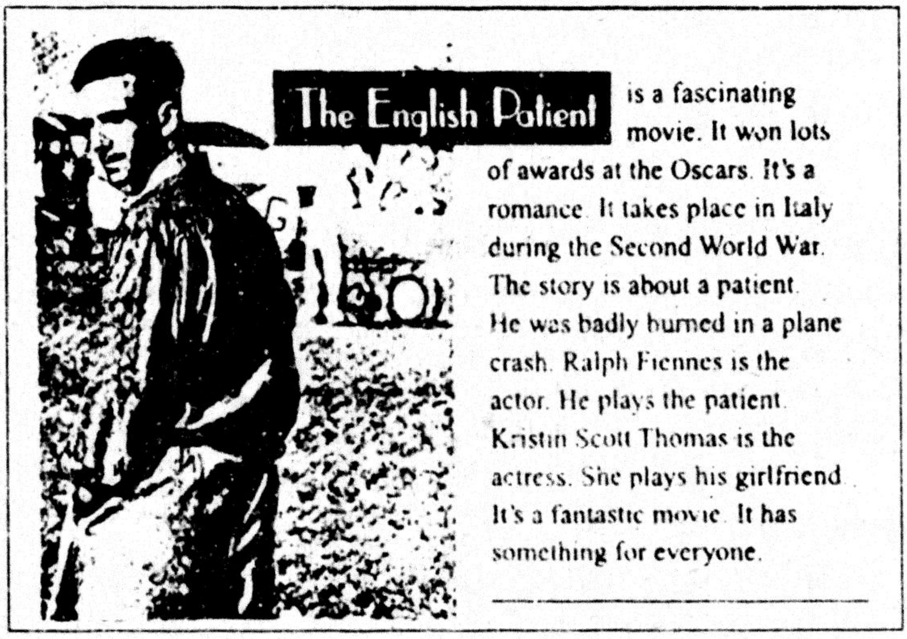
Activity 1: Sentence completion (Exercise 1,p. 70)
- Tell Ss to do the exercise and compare the results with their partners.
- Check the answers with the class.

Activity 2: Sentence combination (Exercise 2, p. 71)
- Tell Ss to join the sentences in two ways as shown in the exercise 2, on page 71.
- Call on Ss to read aloud their sentences.
- Check the answers with the class.

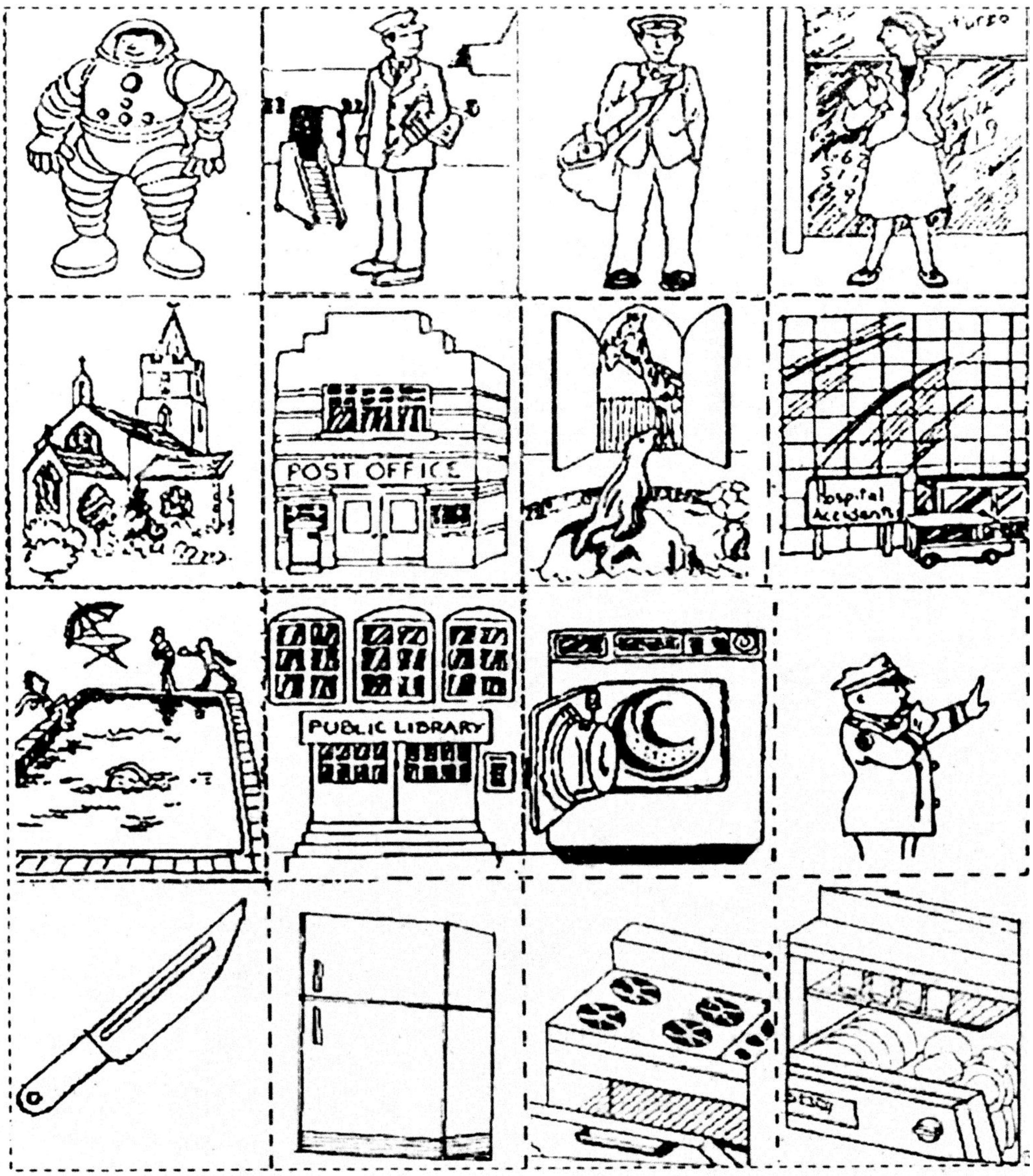
Practice

Production

Relatively speaking
- Prepare one set of picture cards for the class and cut them up. (see Appendix)
- Place the picture cards face down in a pile on the teacher's desk.
- Students play this game in groups of four or five. One student in each group, in turn, takes one card from the pile at random and shows it to his/her group without letting the other groups know the card. Each group

	should give a definition of the word on the card, but without mentioning the name, for example, *This is the place where you go when you're sick. (= hospital)* - Each group takes it in turns to read aloud their definition to the class and the others try to guess the word. - Tell Ss they can omit the relative pronoun if needed. - One correct answer gets one point. The group with the most points is the winner. **Essential vocabulary for the word cards** *astronaut , pilot, postman , teacher, church , post office, zoo, hospital, swimming pool, library, washing machine, policeman, knife, refrigerator, oven, dishwasher.*	
4. Home-work	**Writing** - Deliver handouts. **Rewrite this movie review. Where possible, join sentences with *who, that or which.***  The English Patient is a fascinating movie. It won lots of awards at the Oscars. It's a romance. It takes place in Italy during the Second World War. The story is about a patient. He was badly burned in a plane crash. Ralph Fiennes is the actor. He plays the patient. Kristin Scott Thomas is the actress. She plays his girlfriend. It's a fantastic movie. It has something for everyone. The English Patient is a fascinating movie **that won** (or **winning**) lots of awards at the Oscars…	**1 min**

Appendix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PUBLIC LIBRARY

UNIT 7 ECONOMIC REFORMS *(5periods)*

READING

Aims: By the end of the lesson, students will be able to:
- read for specific information.
- express their ideas about changes in Vietnam since Doi Moi.

Teaching aids: pictures, charts, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Comparison** - Arrange Ss into six groups. - Stick 2 pictures (see Appendix) on the board and ask Ss to look at them carefully and say what they are about and tell the differences between the two pictures. - Call on some groups to report their ideas. **Expected:** The two pictures are about the changes of a village. The differences: - *The school is larger and better now than it was in the past.* - *Houses were small with thatched roofs in the past but now there are a lot of two-storey buildings.* - *In the past farmers worked on the field with their buffalos Bundles of rice are now collected by machines and taken home by a tractor.* **Lead-in:** What do you think people have done to achieve these changes? You know, schools, houses, farming... have been developed and improved thanks to economic reforms. In today's reading lesson, you'll get to know more about the new changes of the economy of Vietnam from the time when an overall economic reform policy, known as "Doi Moi" (renovation) was started. **Pre-teaching vocabulary**	**5 mins**

2. Pre-reading	1. **stagnant** ['stægnənt] (a) (definition): not developing, growing or changing; static (trì trệ) 2. **inflation** [in'fleiʃn] (n) (explanation): a general rise in prices of services and goods in a particular country resulting in the fall of the value of money. (sự lạm phát) 3. **eliminate** [i'limineit] (v) (synonym): remove; get rid of (loại bỏ; loại trừ) + to eliminate sth/sb from sth 4. **subsidy** ['sʌbsidi] (n) (pl. subsidies) (translation): (sự bao cấp) 5. **intervention** [,intə'venʃn] (n) (definition): the act of intervening in a situation (sự can thiệp) Example: The role of the United States and its intervention in the internal affairs of many countries 6. **dissolve** [di'zɔlv] (v) (synonym): officially end (a marriage, business agreement…) (giải tán; giải thể) Example: The election was announced and parliament was dissolved. 7. **substantial** [səb'stænʃəl] (a) (synonym): considerable; large in amount, value or importance (đáng kể; lớn) 8. **dominate** ['dɔmineit] (v) (translation): control or have a lot of influence over sb/sth, especially in an unpleasant way. (chi phối; thống trị) Example: As a child, he was dominated by his father 9. **commitment** [kə'mitmənt] (n) (to sb/sth; to do sth) (explanation): a promise to do sth or support sb/sth (lời hứa; lời cam kết)	**9 mins**
3. While-reading	**Checking: Matching** - Ask Ss to match the words with the Vietnamese equivalents. **Activity 1: Guiding questions** 1. What was the aim of Doi Moi? 2. Name the renovation measures the Government introduced to implement Doi Moi - Tell Ss to read the passage and answer the above	**20 mins**

questions.
- Get Ss to share their ideas in pairs.
- Call on some Ss to write their answers on the board.
- Check the answers with the whole class.

Expected:

1. The aim of Doi Moi was to restructure the economy of Vietnam and to raise people's living standard.
2. The measures the Government introduced to implement Doi Moi were as follows:

- eliminated government subsidies,
- shifted economic priority from heavy industry to three major economic programs: production of food, production of consumer goods and production of exports,
- reduced state intervention in business,
- opened trade relations with all countries in the world,
- encouraged foreign and domestic private investment.

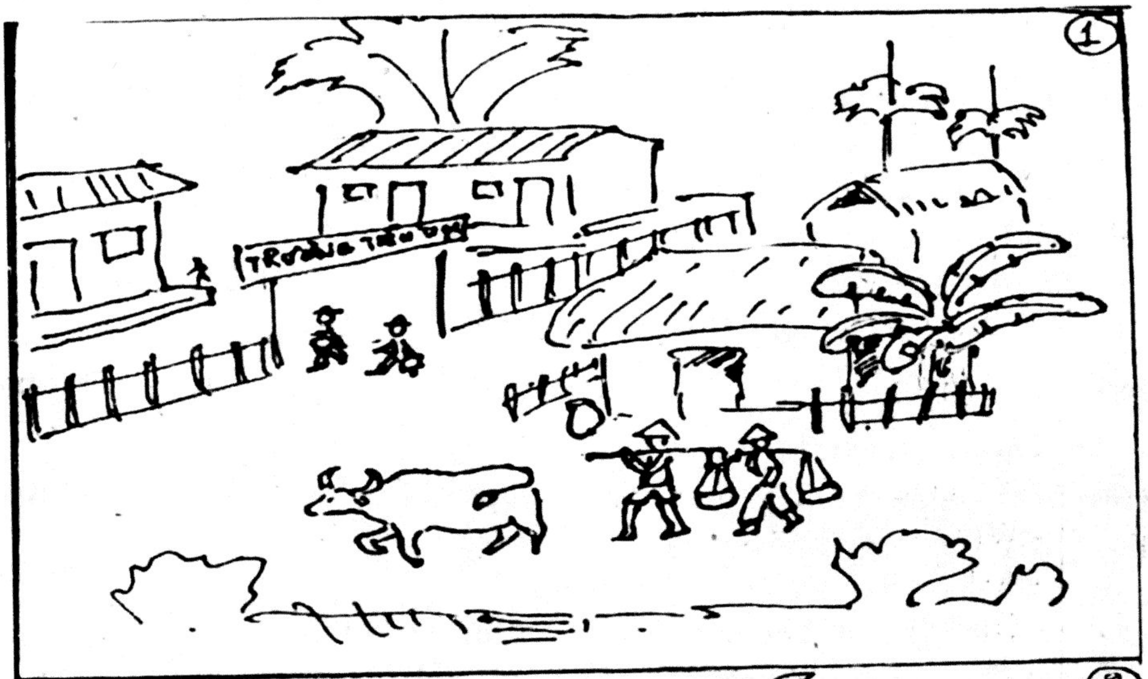
Activity 2: True/False chairs

- Let Ss read the passage again in about 5 minutes then ask them to close their books.
- Divide the class into 2 groups, A and B.
- Put two chairs in front of Ss, one is the TRUE chair and the other is the FALSE.
- Tell Ss that each of them bears a number. Ss in group A have got even numbers, and Ss in group B have got odd numbers.
- Read one sentence and call out an even number at random.
- Ask the student with that number to go and sit in the TRUE or FALSE chair.
- Read another sentence and call out an odd number.
- Continue the game until all the sentences are read.
- Award one point for a correct answer.
- Keep the total of scores for 2 groups on the board.
- Hang on a chart with all the sentences that have been read.

	- Check the answers with the whole class and give feedback. - The group with more points is the winner. **Here are the sentences:** 1. Economic reform is the most important measure to be taken to promote the development of a country. 2. Doi Moi was initiated by the Vietnamese Government in 1986. 3. Before Doi Moi, inflation was present in all branches of the national economy. 4. For Doi Moi to be successful, the Government only opened trade relations with all countries in the world. 5. The Land Law and the Enterprises Law have encouraged domestic and foreign investment. 6. Since Doi Moi, our country has undergone substantial changes. 7. Since Doi Moi, workers haven't worked harder. 8. We will gain greater achievements and build a better life for our people with the strong commitment of our Party and Government to Doi Moi **Expected:** 1. F 2. F 3. T 4. F 5. T 6. T 7. F 8. T	
4. Post-reading	**Scanning the passage** -Ask Ss to read the passage again, collect the information and make a brief note of the following points: • Vietnam before Doi Moi ____________________ ____ • The Government's innovation measures ______________________________ • Vietnam since Doi Moi ____________________ ____ - Call on some Ss to give their answers. - Give feedback. **Suggested ideas:** **Before Doi Moi**	**10 mins**

	• *Economy: under-developed, dominated by traditional agriculture* • *Country and people: poor* • *Production : stagnant* • *Shortages of schools and hospitals* • *Inflation* **The Government's innovation measures** • *Eliminated government subsidies,* • *Shifted economic priority from heavy industry to three major economic programs: production of food, production of consumer goods and production of exports,* • *Reduced state intervention in business,* • *Opened trade relations with all countries in the world,* • *Encouraged foreign and domestic private investment.* **Since Doi Moi** • *Productivity and agricultural exports: increased* • *Farmers: enjoyed land rights, had greater choice to use their land* • *Workers: worked harder* • *Children: enjoyed education and training*	
5. Homework	**Vocabulary review** - Ask Ss to learn the new words by heart and prepare for the next lesson.	**1 min**

Appendix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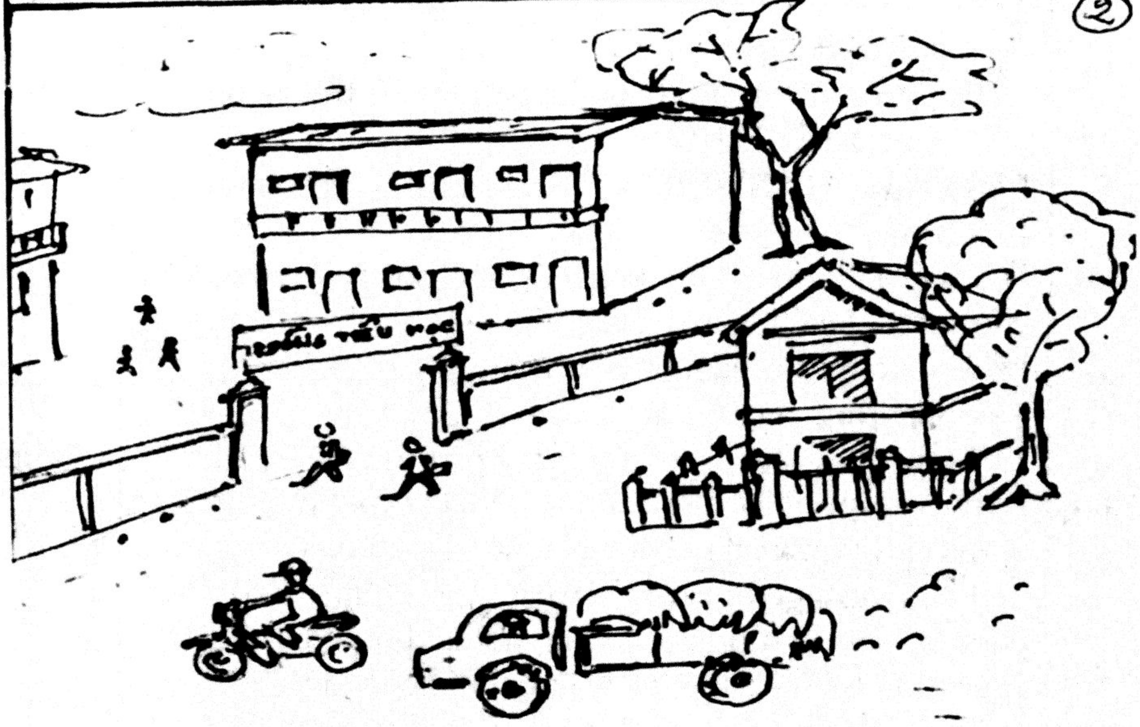
TRƯỜNG TIỂU HỌC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UNIT 7 ECONOMIC REFORMS

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about changes the new economic reform has brought about.
- express their ideas about measures in economic reforms.

Teaching aids: charts

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Scrambled word** - Arrange the class into small groups of five or six. - Write a scrambled word on the board. - Ask Ss to unscramble the word. - Give cues as the explanation for the word if necessary. (*The word describes the difference, the act or result of becoming different*) - The first group to find out the word wins the game. ANGECHS Expected: **CHANGES** **Lead-in:** We will talk about the changes and positive effects in education, health care, and agriculture of the country of Fantasia after the economic reform.	**3 mins**
2. Pre-speaking	**Pre-teaching vocabulary** 1. **sector** ['sektə] (n) (definition): a part of an area of activity, especially of a country's economy (khu vực) 2. **overall** ['ouvərɔ:l] (a) (translation): (toàn diện) 3. **disadvantaged** [,disəd'vɑ:ntidʒd] (a) (explanation): in poor or bad condition of living; not getting a good education (bị thiệt thòi về mặt xã hội hoăc kinh tế) + the disadvantaged: người bị thiêt thòi; thua thiệt 4. **irrigation** [,iri'geiʃn] (n) (picture): (sự tưới nước; sự cung cấp nước) 5. **drainage** ['dreinidʒ] (n) (picture) (hệ thống thoát nước; hệ thống cống rãnh) **Checking: ROR**	**7 mins**

3. While-speaking	**Activity 1: Categories** - Arrange Ss into six groups. - Give each group a poster on which there are three columns *education, health care, agriculture* and trips of paper with the following phrases on. • *schools with modern facilities, curriculum, and textbooks* • *teaching and learning methods/teachers' salary* • *appropriate to encourage farmers to work* • *hospitals/medical equipment/qualified doctors* • *fertilizers, pesticides, insecticides* • *doctors' and nurses' salary* • *scholarship to poor or disadvantaged students* • *new and advanced farming techniques machines* • *irrigation and drainage systems* • *health insurance* - Get the groups to stick the trips of paper to the appropriate columns according to their categories then stick the posters on the board. -Go over the answers with the class. **Activity 2: Talking about the measures** (Task 3, p. 78) - Break Ss into small groups of five or six. - Tell them to discuss among the group to find out the measures the Government and the people of Fantasia have taken to develop their country in education, health care and agriculture. - Invite some groups to report their ideas. - Give feedback and make comments. ***Suggested ideas:*** - *In our opinion, we think the Government have provided modern facilities to the schools, more scholarships to poor or disadvantaged students and raise teachers' salary to develop their economy in education.*	**20 mins**

4. Post-speaking	**Writing** - Ask Ss to write a few sentences about the measures the Government and the people of Vietnam have taken to develop the country. - Tell Ss to form in small groups to exchange their writing. - Call on some Ss to read aloud their sentences. - Give feedback.	**14 mins**
5. Home-work	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 7 ECONOMIC REFORMS

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for the understanding of the passage.
- listen for specific information.

Teaching aids: charts, CD player.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Guessing game: What is it?** - Read some clues, one by one and ask Ss to listen and guess what it is. - Award good marks to the first student to successfully guess the word. **These are the clues:** *1. It is a white substance used as a pain-killer.* *2. It is also an illegal substance that some people take because of its pleasant effects.* *3. It contributes to violence and crime among the people who use it.*	**4 mins**

	4. A few people are buying and selling it illegally. The word to guess: **DRUG** **Lead -in:** - Do you think drug-taking should be banned? All of you know the negative effects that drugs bring about. Today we're going to listen to a passage about the people of Tango, who found a drug plant and what they did with the plant.	
2. Pre-listening	**Pre-teaching vocabulary** 1. **inhabitant** [in'hæbitənt] (n) (definition): people who live at a place (dân cư) 2. **discourage** [dis'kʌridʒ] (v) (antonym): (làm nản lòng; làm nhụt chí) >< encourage (v) Example: Don't discourage her. She's doing her best. + discourage sb from doing sth: thuyết phục ai không làm cái gì 3. **drug-taker** [drʌg 'teikə] (n) (picture): (người sử dụng ma tuý) 4. **be in ruins** [ruinz] (v): be completely spoiled or destroyed (trong tình trạng hư hại; đổ nát) 5. **islander** ['ailəndə] (n) (picture/definition): people who live on an island (người dân đảo) 6. **run short of** (v) (synonym): be/go short of; not have enough of sth (thiếu cái gì; không có đủ cái gì) 7. **take measures to do sth**: take actions to do sth (áp dụng biện pháp làm gì) **Checking: Matching** - Ask Ss to match the words/phrases with their Vietnamese meaning.	**8 mins**
3. While-listening	**Activity 1: True- False statements** (Task 1, p. 79) - Tell Ss they are going to listen to the passage about the inhabitants of Tango Island. - Get them to work in pairs to decide whether each of the statements is true (T) or false (F). - Call on some Ss to give the answers. - Check the answers with the whole class. **Expected**: 1. F 2. F 3. T 4. T 5. F	**20 mins**

	6. F 7. T 8. T 9. F **Activity 2: Sentence completion** - Deliver handouts with the following sentences 1. The people of Tango discovered .... which contained .... 2. They .... it all over the island and .... the drug every day. 3. Because of the drugs, the whole population of island stopped ....and spent all their time .... 4. The .... became lazy, the children .... and the whole population began to .... 5. This force the Government to ....: (a) introduce .... to make drug ...., (b) put the .... into prison, (c) .... to other countries. - Get Ss to work in pairs to **Expected:** 1. a plant/powerful drug 2. grew/took 3. working/singing and dancing, looking at the sea 4. workers and farmers/did not want to go to school/run short of food 5. take measures/ (a) a law/illegal, (b) drug-takers, (c) exported the drug	
4. Post-listening	**Role play** - Put Ss into pairs, one student is a journalist, the other is an islander of Tango. - Ask Ss to ask and answer the question: **"Do you think the decision of the Government of Tango to export the drug to other countries was a better solution? Why/Why not?"** - Call on some pairs to act out their conversation. - Give feedback and make comments.	**12 mins**
5. Home-work	**Writing** - Tell Ss to write a short paragraph about the negative effects of taking drugs.	**1 min**

UNIT 7 ECONOMIC REFORMS

WRITING

Aims: By the end of the lesson, students will be able to:
- describe information in a table.
- write a report based on the information given in the table.

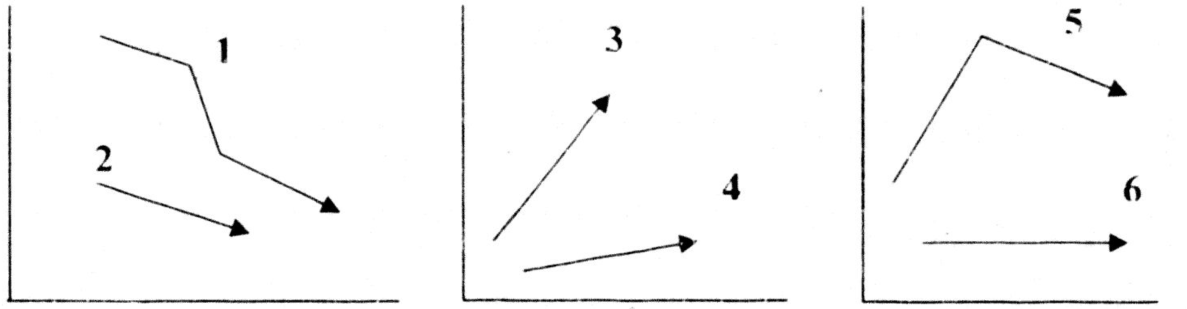
Teaching aids: charts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Which graph?** - Arrange Ss into groups of four or five. - Hang on a chart with the following (see Appendix) - Ask Ss to look at the graphs and match the phrases to the corresponding information in each graph. - The first group to have the most correct answers is the winner. **Expected:** 1. c. 2. f 3. a 4. d. 5. b. 6. e **Lead-in:** - These phrases are commonly used in describing the information in a table or graph. Today we will focus on writing a description of information in the table.	**2 mins**
2. Pre-writing	**Activity 1:Questions and answers** (Task 1, p. 80) - Tell Ss to ask and answer the questions in pairs. - Call on some Ss to answer the questions and write their answers on the board. - Give feedback. Expected: 1. The economic situation in Tango before 1980 was stagnant/ under-developed/in ruins. Every branch stayed under 0%. 2. The economic situation in Tango from 1980 to 2000 increased steadily in some branches of the economy. 3. I think the Government opened relations with all the countries in the world. They encouraged foreign and domestic private investment in some branches of the economy	**12mins**

	such as fishery, forestry, industry…And the people of Tango had to work harder to make their contribution to the economic reform.	
	Activity 2: Describing the table - Ask Ss to work in groups of four or five to describe the information in the table. - Tell Ss they can use the following expressions: - *The table shows/describes/ indicates/ illustrates… there was a steady rise from 1980 to 2000 in agriculture, fishery…* - *As it can be seen from the table…* - *According to the table…* - *In general …/In sum…the economic situation in Tango was on the increase over 20 years.* - Call on some groups representatives to report their ideas - Give feedback.	
3. While-writing	**Write a paragraph** (Task 2, p. 80) - Get Ss to work in groups of four to write a report on the economic development of Tango. - Tell Ss that their report should include details such as: *a. the economic situation of Tango before 1980* *b. the measures taken by the Government and the people of Tango to overcome the problems.* *c. the achievements (as presented in the table) they have made as a result of the reform.* - Move around to control and give help if needed.	**18 mins**
4. Post-writing	**Correction** - Call on some groups to read aloud their writing. - Encourage Ss to make correction. - Ask Ss to choose the best one. - If time allows, ask Ss to write the best writing on the board and correct mistakes where necessary. - Give feedback and make comments.	**12 mins**
5. Homework	**Language review** - Ask Ss to revise what they have learnt	**1 min**

Appendix



a. a dramatic increase
c. a sudden fall or decline
e. to remain constant/unchanged
b. to reach a peak
d. to rise steadily or to increase gradually
f. a drop/fall/decrease/decline

UNIT 7 ECONOMIC REFORMS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- distinguish between the strong and weak forms of auxiliaries.
- use the adverbial clause of concession with *though/although or even though.*

Teaching aids: charts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Strong and weak forms of auxiliaries** - Read the sentences on page 81 (textbook). -Get Ss to listen and underline the strong form of the auxiliaries. - Check the answers with the class. - Elicit and introduce some simple rules. • Most of the auxiliaries have both strong and weak forms. The auxiliaries are pronounced in their strong forms when they are in final position. The auxiliaries are weak-form words which are always used in conjunction with (or at least implying) another ('full') verb. It is important to	**15 mins**

remember that in their negative form (i.e. combined with '*not*') they never have the weak pronunciation, and some of them (e.g. *don't*, *can't*) have different vowels from their non-negative strong forms.

2. Pronunciation

• CAN/COULD

Weak forms: /**kən**/, /**kəd**/

'They can /**kən**/ wait.

'He could /**kəd**/ do it'

In final position: /**kæn**/ /**kʊd**/

' I think we can'

' Most of them could'

• HAVE/HAS/HAD

Weak forms: /**əv**//**əz**/,/**əd**/ (with initial **h** in initial position)

'Which have you seen?' **witʃ əv ju siːn**

'Where has he gone?' **weər əz hi gɒn**

'Most had gone home' **məʊst əd gɒn həʊm**

In final position:/**hæv**/,/**hæz**/,/**hæd**/

'Yes, I have' /**hæv**/

'I think she has' /**hæz**/

'We thought she had' /**hæd**/

• SHALL/SHOULD

Weak forms: /**ʃəl**/ or /**ʃl**/, /**ʃəd**/

'We shall /**ʃəl**/ forget it'

'I should /**ʃəd**/do that'

In final position: /**ʃæl**/, /**ʃʊd**/

' I think we shall /**ʃæl**/'

'Yes, you should /**ʃʊd**/'

• MUST

Weak forms: /**məs**/ (before consonants)

'I must /**məs**/ try harder'

məst (before vowels)

'You must /**məst**/ eat more'

	In final position: /**mʌst**/ 'She certainly must /**mʌst**/'. **• DO/DOES** Weak forms: DO : /**də**/ (before consonant) 'Why do /**də**/ they like it?' /**du**/ (before vowels) 'Why do /**du**/ all the cars stop?' DOES : /**dəz**/ 'When does /**dəz**/ he arrive?' In final position: /**du:**/, /**dʌz**/ 'We don't smoke, but some people do /**du:**/' 'I think she does /**dʌz**/' **• AM/ARE/WAS/WERE** Weak forms: /**əm**/ 'Who am/**əm**/I?' /**ə**/ (before consonants) 'Here are the keys' **hiər ə ðə ki:z** /**ər**/ (before vowels) ' The books are on the table' **ðə bʊks ər ɒn ðə teibl** /**wəz**/ 'He was /**wəz**/ here a minute ago' /**wə**/ (before consonants) 'They were /**wə**/ nice' /**wər**/ (before vowels) 'The lessons were /**wər**/ easy' In final position: /**æm**/, /**a:**/, /**wɒz**/, /**wɜ:**/ **Practice** - Ask Ss to practice reading the sentences in pairs. - Call on some pairs to act out their conversation. - Make corrections if needed.	
3. Grammar	**Although/ Though/ Even though** - Set the situation: *Last year Peter and Mary spent their vacation at the*	**34 mins**

Present-ation	*beach. It rained a lot but they enjoyed themselves.* We can say: ***Although it rained a lot***, they enjoyed themselves. Or ***In spite of the rain/Despite the rain***, they enjoyed themselves. **Eliciting the useful language** • After *although* we use a subject + verb: Example: ***Although it rained*** a lot, we enjoyed our vacation. I didn't get the job ***although I was*** extremely qualified. • After *in spite of* or *despite*, we use noun, a pronoun *(this, that, what …)* or *–ing* Example: She felt sick, but ***in spite of this***, she went to work. I didn't get the job ***in spite of being*** extremely qualified. ***Despite what*** I said yesterday, I still love you. • We can use *in spite of the fact that/despite the fact that* instead of *although*. Example: I didn't get the job ***in spite of the fact that*** I was extremely qualified. • Sometimes we use *though* in stead of *although* Example: I didn't get the job ***though*** I had all the necessary qualifications. • *Even though* is a stronger form of *although*.	
Practice	**Activity 1: Sentence combination** (Exercise 1, p.82) - Ask Ss to work in pairs to do the exercise 1, p. 82 - Call on Ss to give the answers. - Check the answers with the whole class. **Activity 2: Sentence completion** (Exercise 2, p. 83) - Ask Ss to complete the sentence, using *although* + a sentence from the box. - Tell Ss to compare the answers in small groups of four. - Check the answers with the class.	

	- Ask Ss to do exercise 3 on page 83 and make sentences with the above linking words. -Deliver handouts	
4. Homework	**Make one sentence from two. Use the word (s) in parentheses in your sentence** 1. I couldn't sleep. I was tired. (*although*) 2. They have very little money. They are happy. (*in spite of*) 3. Although the team played well, they lost. (*despite)* 4. We live on the same street. We hardly ever see each other. (*in spite of*) 5. I got very wet in the rain. I had an umbrella. (*even though*) 6. In spite of his age, Mr. Brown runs seven miles before breakfast. (*although*) 7. Although his leg was broken, he managed to get out of the car. (*despite*) 8. Although he had a bad cold, William still went to work. (*in spite of*) Key: 1. Although I was tired, I couldn't sleep. 2. In spite of having little money, they are happy. 3. Despite (their) playing well (or Despite their good game), the team lost. 4. In spite of living on the same street (*or* In spite of the fact that we live on the same street), we hardly ever see each other. 5. Even though I had an umbrella, I got very wet in the rain. 6. Although Mr.Brown is quite/very old (*or* Although Mr. Brown is an old man/Although Mr. Brown is no longer young), Mr. Brown runs seven miles before breakfast. 7. Despite his broken leg (*or* Despite having a broken leg/Despite his leg being broken), he managed to get out of the car. 8. In spite of his bad cold (*or* In spite of his suffering from a bad cold), William still went to work.	**1 min**

UNIT 8 LIFE IN THE FUTURE *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:

- read for specific information to understand the passage.
- express their ideas about advantages and disadvantages of robots.

Teaching aids: pictures, charts, posters, board markers.

PROCEDURE

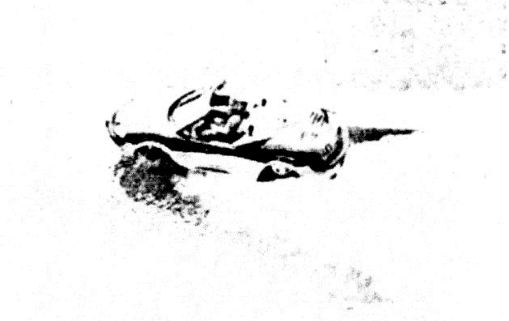
Stages	Activities	Timing
1. Warm-up	**Game: Picture sentence** (see Appendix) - Put Ss into six groups. - Give each group a poster and a board marker. - Stick 5 pictures on the board and tell Ss to write one sentence/a phrase describing each picture. - Set a limit time for 4 minutes for Ss to write. - Ask Ss to put the posters on the board when they have finished. - The first group to have the most correct sentences is the winner. **Expected:** 1. Cars can run on sea water 2. A city on the sea 3. A city on Mars 4. Robots are seen everywhere in schools, factory, homes… 5. The anniversary of 111th birthday **Lead-in:** - Do you think these things will happen in the future? - What is your dream life in the future? We don't know for sure what will happen to our future life. Some people have made optimistic predictions but the others the pessimistic ones. And that's the focus of our lesson today.	**5 mins**
2. Pre-reading	**Pre-teaching vocabulary** 1. **pessimistic** [,pesi'mistik] (a) (explanation): expecting bad things to happen or to be unsuccessful. (bi quan) + a pessimist (n): a person who always expects bad	**9 mins**

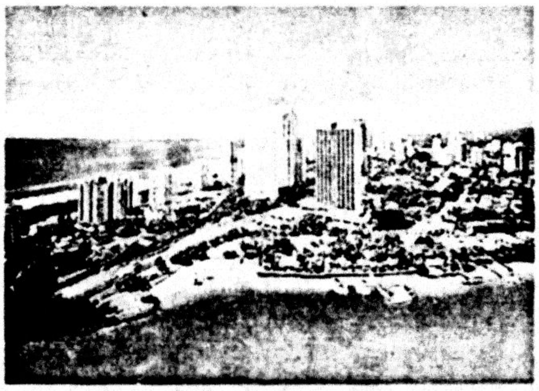
	things to happen (người bi quan) 2. **optimistic** [,ɔpti'mistik] (a) (antonym) >< pessimistic (lạc quan) + an optimist (n) a person who always expects good things to happen (người lạc quan) 3. **terrorism** ['terərizəm] (n) (explanation) the use of violent action in order to achieve political arms or to force a government to act (sự khủng bố) 4. **labor-saving** (a) (context) (tiết kiệm sức lao động) **Example:** -It takes less time for my mother to do housework thanks to the modern labor-saving devices such as washing machines, vacuum cleaners and dishwashers. 5. **wipe sth out** (v) (synonym): destroy or remove sth completely (xoá bỏ; phá huỷ) 6. **space shuttle** ['speis 'ʃʌtl] (n) (picture + explanation): spacecraft designed to be used for traveling between the earth and a space station. (tàu con thoi) 7. **depression** [di'preʃn] (n) (translation): (tình trạng suy thoái) + economic depression: suy thoái về kinh tế **Checking: What and Where** - Put each of the words which have been taught in each circle on the board. - Rub out one of the words but do not rub out the circle. - Get Ss to repeat the words including the rubbed-out word by pointing at the empty circles. - Rub out another word but leave the circle. Point to the words or empty circles and ask Ss to read or remember the words. - Continue until all the circles are empty. The Ss now have to remember all the words. - Get Ss to come to the board and fill the circles with the correct words.	
3. While-reading	**Activity 1: Questions and answers** (Task 2, p. 86) - Get Ss to read the reading passage and answer the questions. - Ask Ss to compare the answers with their partners. - Call on some Ss to write the answers on the board.	**19 mins**

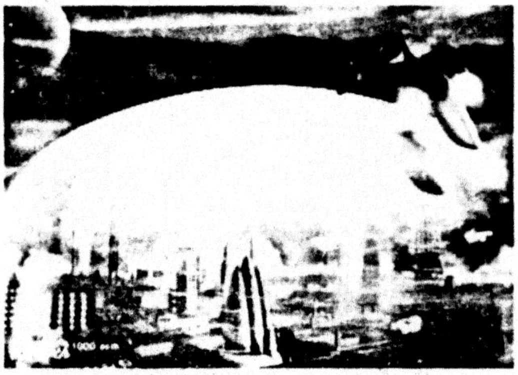
	- Check with the class. **Expected:** 1. Many large corporations will be wiped and millions of jobs will be lost. 2. The security of the earth will be threatened by terrorism as terrorist groups will become more powerful and more dangerous. 3. People will be living in much cleaner environment, breathing fresher air and eating healthier foods. They will also be better looked after by a modern medical system. Domestic chores will be no longer a burden thanks to the inventions of labor-saving devices. 4. They are developments in micro technology-computers and telecommunication. **Activity 2: Collecting information** (Task 3, p. 86) - Arrange the class into small groups of four or five. - Tell Ss to look over the text, find the information to complete the notes about how technology will influence our life in the future. + work: ________________________________ ____ + travel: ________________________________ ____ - Invite the groups' ideas. - Give feedback. **Expected**: 1. *Work*: factories will be run by robots, offices will go electronic; many people will work from home. 2. *Travel*: traveling by space shuttle is very fast, at 15,000kms per hour; cars could run on electricity or methane gas and fitted with computers.	
4. Post-reading	**Discussion** - Divide the class into 6 groups. - Assign 3 groups to discuss the advantages of robots and the other three the disadvantages of robots. - Invite the groups' ideas to the class. - Give feedback and make comments. **Suggested ideas**:	**11 mins**

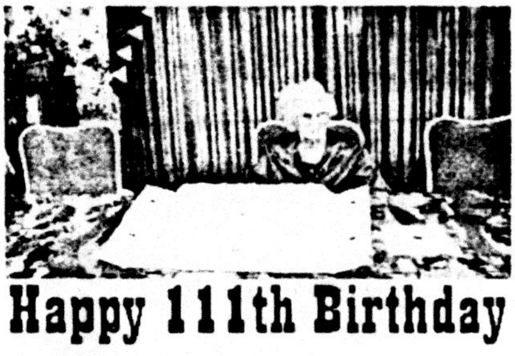
	Advantages: *+ save labor, lighten our work* *+ do difficulties/hard jobs so that men have more time to enjoy life or do more creative work* ***Disadvantages:*** *+ replace human beings in many fields so many people will lose their jobs or go jobless.* *+ people become more independent on robots; we can't work properly when the power is off or when robots stop working.*	
5. Home-work	**Writing** - Get Ss to write a short paragraph about the advantages and disadvantages of robots.	**1 min**

Appendix









UNIT 8 LIFE IN THE FUTURE

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about life in the future.
- express their ideas and make predictions about life in the future.

Teaching aids: cards.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Making predictions** - Break the class into six groups. - Ask Ss in each group to make predictions about life in the next 50 years. Tell them to think about the topics below: + ***Leisure and entertainment*** + ***Health*** + ***Holiday*** + ***Education*** + ***Science and technology*** - Call on the groups to report their opinion. - The group with the most predictions wins the game. **Expected ideas:** - *You will be able to take spills to stop you getting fat.* - *All housework will be done by robots.* - *There will be no dentists because there will be a vaccine against tooth decay.* - *There will be a cure for most diseases.* - *Children won't go to school – they will be able to study at home using a computer.* - *Japan will be a very important world power and Japanese will be an international language.* - *People will do all their shopping by computer. There will be no more crime as technology will make it impossible.* - *People will live to at least 130.* - *There will be a hotel on the Moon.* - *People can travel to space or to the Moon on their holiday.*	**5 mins**

	Lead-in: In today's speaking section, you'll practice talking about what will have happened by the end of 21st century and discuss predictions about life in the future.	
2. Pre-speaking	**Pre-teaching vocabulary** - Ask Ss to read the information on the newspaper cuttings and find the words or phrases which mean: 1. a person who is visiting a place on holiday/vacation 2. a place where people go on holiday/vacation 3. the large planet of the solar system, fifth in order of distance from the sun 4. a planet in the solar system that is fourth in order of distance from the sun 5. a medicine or medical treatment that cures an illness 6. something is said officially or publicly **Expected:** 1.**holidaymaker** ['hɔlədi 'meikə] (n) (người đang đi nghỉ) 2. **resort** [ri:'zɔ:t] (n) (khu nghỉ mát) 3. **Jupiter** ['dʒu:pitə] (n) (sao Mộc) 4. **Mars** [ma:z] (n) (sao Hoả) 5. **cure** [kjuə] (for sth) (n) (phương thuốc) 6. **declared** [di'kleəd] (được chính thức thông báo; tuyên bố rõ ràng; công khai) **Checking: ROR**	**7 mins**
3. While-speaking	**Activity 1**: **Word cue cards** (Task 1, p. 87) - Stick 6 word cards on the board. • *Chinese astronauts land on Mars* • *new moon city opened* • *a cure for a common cold found* • *150th birthday party* • *holiday resort on Jupiter* • *car on sea water* - Elicit the tense used after "By the end of the 21st century…." from Ss.(The Future Perfect Tense) - Have Ss look at the word cards and say what will have happened by the 21st century. - Invite some Ss to read aloud their sentences.	**20 mins**

- Correct mistakes if necessary.

Example:

-By the end of the 21st century, Chinese astronauts will have landed on Mars.

-By the end of the 21st century, a new moon city will have opened on 16th May, 2089.

Activity 2: Giving opinions (Task 2, p. 88)

-Put Ss into pairs. In pairs, they give their opinions about the predictions (in Task 1) that are likely or unlikely to happen, using the information in the table below.

	Likely	**Unlikely**
Reasons	• thanks to developments of science and technology • living standard will be improved • cures for fatal diseases will be found	• too far • no water • thin atmosphere • too costly • too cold/hot • more diseases

- Work with a student to model.
- Call on some pairs to act out their dialogues to the class.
- Correct mistakes if needed and make comments.

Example:

T: *I think it's very unlikely that by the end of the 21st century Chinese astronauts will have landed on Mars.*

S: *Why do you think so?*

T: *Because it's too far from the earth.*

S1: *In my opinion, it's likely that by the end of the 21st century people will be living to the age of 150.*

S2: *Oh, really?*

S1: *Because there will be cures for fatal diseases.*

4. Post-speaking

Discussion

- Ask Ss to work in small groups to discuss the question:

Do you agree people in 2089 will be the 'lucky generation'?

Why? or Why not?.

- Invite some groups' representatives to report their ideas.

12 mins

5. Home-work	- Give feedback and make comments. **Writing** - Ask Ss to write some more predictions about what life will be like in 100 years from now.	**1 min**

Extension

Mars

Mars is the fourth planet from the Sun. It is 228 million kilometers from the Sun and has two moons. A year on Mars is 687 days, while each day lasts for 24 ½ hours.

Mars is a small planet, about half the diameter of the Earth and one tenth of its weight. It is often called 'red planet' because of the iron oxide or rust in its soil.

The planet is a desert with the exception of ice caps found at each end. On its dusty surface you will find boulders, huge extinct volcanoes, giant canyon and what appear to be dried up river beds. Strong winds can blow up big storms of red dust. These make the sky look pink.

The atmosphere on Mars is thin and consists mainly of carbon dioxide. Occasionally, the surface temperature may rise slightly above 0°C. However the average temperature is -50°Cand may drop to -135°C at the winter pole.

Many people believed that there may have been intelligent life on Mars. When two Viking spacecraft landed on Mars in 1976, an analysis of the soil showed no evidence of any kind of life. Recent reports in August 1996 told of a Martian meteorite found in Antarctica that contained signs of life. The Mars Pathfinder which landed on Mars on July 4th, 1997 may provide us with some clearer answers.

True or False?

1. A day on Mars is shorter than a day on Earth.
2. Mars is heavier than the Earth.
3. You will find lots of water on Mars.
4. It is cold on Mars.
5. Carbon dioxide is mainly found in Mars' atmosphere.
6. Mars is called 'red planet' because of its pink sky.
7. There may be life on Mars.
8. A Martian meteorite showed signs of ancient life on Mars.

Key:

1.F 2. F 3.F 4. T 5. T 6. F 7. T 8. T

UNIT 8 LIFE IN THE FUTURE

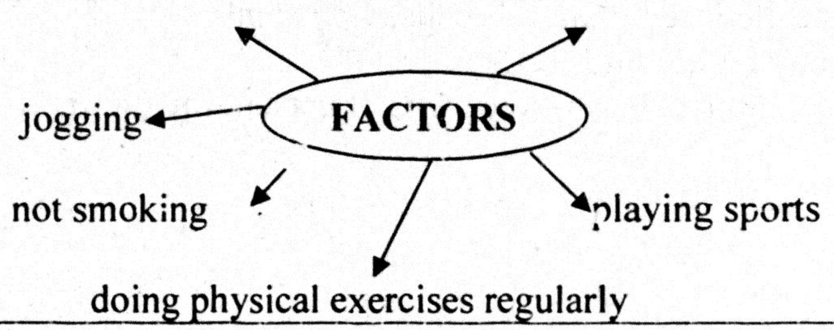
LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for the understanding of the passage.
- listen for details.

Teaching aids: CD player, handouts, photos.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Telling the difference** - Show Ss two photos of 2 men. (an old man of 60 and the young man of 35) - Elicit the answers from Ss by asking the following questions. 1. Can you guess how old they are? 2. How do they look? (Expected: One man looks thin, with pale complexion. The other looks strong, fit, and in good health condition.) 3. What factors make the difference between them? **Lead-in:** -What do you think about the fact that a young man of 35 years old looks like an old man and an old man of over 60 looks younger for his age and is in good health condition. The factor that makes the difference between them is a healthy way of life. In today's lesson, you will listen to the interview about people's life expectancy in the future.	**4 mins**
2. Pre-listening	**Brainstorming** - Get Ss to work in pairs to write down the factors that help people have a long and healthy life.  having well-balanced diet not drinking much wine and beer jogging FACTORS not smoking playing sports doing physical exercises regularly	**10 mins**

	Pre-teaching vocabulary 1. **incredible** [in'kredəbl] (a) (synonym): fantastic; unbelievable: unusual or surprising (tuyêt vời; không thể tin được; làm kinh ngạc) 2. **centenarian** [sen'ti:nəriən] (n) (definition): someone who is one hundred years old or older. (người sống tới 100 tuổi) Example: Japan has more than 4,000 centenarians. 3. **fatal** ['feitl] (a) (context) (chết người) Example: Cancer is a fatal disease. 4. **eradicate** [i'rædikeit] (v) (synonym): eliminate; get rid of (tiệt trừ; thủ tiêu) Example: They are already battling to eradicate illness such as malaria and tetanus. 5. **life expectancy** [laif iks'pektənsi] (n) (context): the number of years that a person is likely to live (tuổi thọ trung bình) Example: Women live longer than men. Women have a higher life expectancy than men. 6. **eternal** [i:'tə:nl] (a) (synonym): everlasting; never-ending (bất diệt; vĩnh cửu) 7. **mushroom** ['mʌʃrum] (v) (translation) (phát triển nhanh) **Checking: Matching** - Tell Ss to match the words with the Vietnamese equivalents.	
3. While-listening	**Activity 1: True – False statements (**Task 1, p. 89) - Have Ss work in pairs to read through the sentences. - Let Ss listen to the interview and ask them to decide whether the statements are true or false. - Invite class opinions. - Tell Ss to listen to the recording again and check their answers. - Give feedback. **Expected:** 1. F 2. F 3. F 4. T 5. T	**20 mins**

	Activity 2: Multiple questions (Task 2, p. 89) ***1. What are factors that help people have longer life expectancy according to Dr. David?*** a. eating more meat and vegetables b. eating more healthily, cutting down on things like butter, alcohol and cigarettes c. doing exercise regularly ***2. Which factor is the most important one?*** a. the development in medical science b. the development in technology c. the development in food production ***3. What does Dr mean when he says the development in medical science is the most important factor of all?*** a. nobody dies from old age b. nobody dies from diseases c. a and b are correct ***4. What will we have been able to do about AIDS in ten years' time?*** a. eradicate AIDS b. cure AIDS patients c. bring AIDS under control - Handout the copies of the questions above. - Ask Ss in pairs to listen and choose the best answer to each question according to the recordings. - Invite Ss to give the answers and check with the class. **Expected answers** 1. b 2. a 3. c 4. c	
4. Post-listening	**Discussion** - Ask Ss to work in small groups to discuss *the advantage and disadvantage of having a very long life.* - Go around the class to give help if necessary. - Invite some groups' representatives to report their ideas. - Give feedback and make comments. ***Suggested ideas:*** + **Advantages** *- do many things they want to do/enjoy life more* *- see their children and grandchildren grow up* *- help their children and grandchildren*	**10 mins**

	+ **Disadvantages** - *too weak to do things and often get ill* - *feel lonely when their children are busy with work, and their friends are dead* **Variations** - Ask Ss to work in small groups to discuss the question: **"Why good health is the most important thing in life?"** - Go around the class to give help if necessary. - Invite some groups' representatives to report their ideas. - Give feedback and make comments. ***Suggested ideas*** - *Good health can help people live longer.* - *'A clear mind is in a healthy body'- when we are in good health, we feel eager to work.* - *Good health makes people feel better about themselves.* - *Good health is a necessary condition of happiness (because besides health, happiness consists in many other things: the fulfillment of one's daily duties, friendship, healthy entertainments such as sports, games, music...)*	
5. Home-work	**Writing** - Ask Ss to write a few sentences to answer the question: **"How do you keep fit?"**	**1 min**

UNIT 8 LIFE IN THE FUTURE
WRITING

Aims: By the end of the lesson, students will be able to:

- describe the world in which they would like to live in the future.
- write the new lyrics for the melody of the song.

Teaching aids: CD player, charts, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Gap-fill** - Play the song **"Imagine"** by John Lennon. - Put Ss into pairs to fill in each blank with a word they hear. - Check the answers with the whole class. - Give good marks to the pair with the most correct answers. *Imagine there's no Heaven* *It's easy if you try* *No (1)……………below us* *Above us only (2)…………* *Imagine all the people* *(3)……………for today* *Imagine there's no countries* *It isn't (4)………… to do* *Nothing to (5)………… or (6)…………for* *And no (7)…………… too* *Imagine all the people* *Living life in (8)…………… .* **Expected answers:** 1. Hell 2. sky 3. Living 4. hard 5. kill 6. die 7. religion 8. peace **Lead-in:** - What kind of the world did John Lennon imagine? (Expected: The world where everybody lives in peace) In today's lesson, you'll learn to write the new lyrics for the melody of the song *Imagine* by John Lennon.	**5 mins**
2. Pre-writing	**Pre-teaching vocabulary** 1.**conflict** ['kɒnflɪkt] (n) (explanation): a situation in which people, groups or countries are involved in a serious disagreement or argument (mâu thuẫn) + a conflict between A and B: mâu thuẫn giữa A và B + to conflict with sth: mâu thuẫn với cái gì 2. **be under the threat of terrorism** (v) (translation): (trong sự đe doạ của chủ nghĩa khủng bố). 3. **harmony** ['hɑːməni] (n) (explanation): If people are living in harmony with each other, they are living	**9 mins**

	together peacefully rather than fighting or arguing. (sự hoà hợp. hoà thuận) 4. **materialistic** [mə,tiəriə'listik] (a) (explanation): caring more about money and possessions more than anything else (theo chủ nghĩa vật chất) **Checking** - Say the English words and ask Ss to speak out the Vietnamese equivalents. - Say the Vietnamese meaning and get Ss to speak out the English words. **Read and answer the questions** - Get Ss to work in pairs to ask and answer the questions in Task 1, on pages 89-90. - Call on some pairs to practise asking and answering the questions. - Give feedback. **Suggested answers** - ***world peace***: *peaceful world, no war, no conflicts, no threat of terrorism, people live in harmony* - ***employment***: *everyone has a job* - ***environment***: *clean and healthy, less noise, less pollution, larger parks, wildlife is protected.* - ***people***: *less materialistic, less selfish, less violent and more loving*	
3. While-writing	**Song writing** - Play the song "*Imagine*" one or two times. - Tell Ss they are going to work in groups of five or six to write the new lyrics for the song. - Move around the class to control and give help if necessary. - Collect Ss songs. **Suggested new song:** **IMAGINE** *Imagine no nuclear war* *No more Hiroshima* *And no more terrorism* *Everybody shares the same dream* *Imagine all the nations* *Crossing their fingers for peace*	**18 mins**

	Imagine no diseases *I believe this can be* *No noise and pollution* *There's only healthy environment* *Imagine all the people* *Never suffer from fatal illness* ✳ *You may say I'm a dreamer* *But I'm not the only one* *I hope someday we'll be hand in hand* *And pray for a better world*	
4. Post-writing	**Let's sing!** - Ask some groups to write their songs on the board. - Encourage Ss to correct mistakes and give feedback on what Ss have. - Invite some groups to sing their songs. - Make comments.	**12 mins**
5. Home-work	**Writing** - Assign Ss to write about the ideal world in which they would like to live in the year 2020.	**1 min**

UNIT 8 LIFE IN THE FUTURE

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- distinguish between the full form and contracted form of auxiliaries.
- know the use of prepositions and articles.

Teaching aids: posters, charts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Full form and contracted form of auxiliaries** - Read the following sentences and ask Ss to write what they hear on a piece of paper. - Hang on a poster with those sentences.	**10 mins**

2. Pronunciation

- Ask Ss to pronoun the contracted forms of the auxiliaries.
- Introduce the pronunciation of each contraction.

1. They've passed the exam.
2. I haven't seen him for a long time.
3. He'd already gone when I got there.
4. She has finished the job, hasn't she?

Full forms	Contracted forms	
I have	I've	/aiv/
I have not	I haven't	/ai’hævnt/
You have	You've	/ju:v/
You have not	You haven't	/ju:’ hævnt/
We have	We've	/wi:v/
He has	He's	/hi:z/
He has not	He hasn't	/hi:’hæznt/
She has	She's	/ʃi:z/
She has not	She hasn't	/ʃi: ’hæznt/
It has	It's	/its/
It has not	It hasn't	/its ’hæznt/
You had	You'd	/ju:d/
You had not	You hadn't	/ju: ‘hædnt/

Practice

- Read the sentences on page 91 (textbook) and ask Ss to repeat.
- Call on some Ss to read the sentences.
- Make corrections in pronunciation if needed.

3. Grammar — **34 mins**

Prepositions (Kim's Game)

- Show Ss a chart with the following for only two seconds.

die of	believe in	warn about	famous for
good at	get married to	wait for	in time
proud of	interested in	afraid of	on business

Presentation 1

- Put the chart away and ask Ss to write down as many words as they can remember on a piece of paper.
- The student with the most correct words is awarded with good marks.
- Get Ss to put the words into the correct categories.

Verb + preposition

Adjective +preposition

Preposition + noun

- Ask Ss to give the Vietnamese meaning of the words.

1. **to believe in sb**: (=to trust sb) tin tưởng ai
   to believe in sb/sth: tin vào sự hiện hữu của ai/cái gì
   Example: Do you believe in God?
2. **die of** (an illness, hunger, grief…): chết vì (ốm, đói, đau buồn…)
3. **get married to sb**: (= mary sb): lấy ai/làm vợ làm chồng
4. **warn sb about/against sth**: khiến cho ai cảnh giác để đề phòng cái gì
   Example:
   He warned us against pickpockets.
   The police have warned shopkeepers about the forged banknotes.
5. **in time (for sth/to do sth)(early enough)** (đúng lúc, kịp giờ)
6. **on business:** nhằm mục đích kinh doanh
   Example: I'll be away on business next week.

Practice

Activity 1:

- Ask Ss to do the exercise 1 on page 91 in pairs.
- Call on some Ss to read aloud the sentences.
- Check the answers with the whole class.

Expected:

1. in	2. of	3. on	4. At	5. to	6. in
7. about	8.for	9. between, opposite	10. to		

Presentation2

Articles

- Show Ss three notices as follows

INSTRUCTIONS
Take _______cup from
dispenser and hold it under
_____spout

Please turn off _____
lights when you leave
_______ room.

Please close
______door

- Tell Ss to fill in each blank with one correct article.
- Elicit some basic rules of articles from Ss.

Expected:

Take **a** cup from dispenser and hold it under **the** spout.

Please turn off **the** lights when you leave **the** room.

Please close **the** door.

Notes:

1. Basic rules

a. Indefinite article:

We use *a/an* when we don't know which one, it is not unique and it has not been mentioned before.

Example: He's studying for **an** important exam.

b. Definite article

We use *the* when we know which one because

- it has been mentioned before.

Example: **The** exam is at the end of May.

- it is defined by a phrase or a clause which follows.

Example: **The** car (which) we had before was really old

- it is unique (or unique in that context)

Example:

The engine was in a terrible state (= it is the engine of this particular car and unique in this context)

The Pope is going to visit next year (= there is only one Pope)

c. No article

We don't normally use an article when we make generalizations

Example:

Cats are very independent creatures.

Overwork can cause **stress** and **depression.**

d. Articles with names

We don't normally use articles with the names of people or places, but there are many exceptions (see 2)

e. Fixed phrases

There are a large number of fixed phrases which have to be learned individually. These include:

- many phrases with *the* + noun + *of* + noun

Example:

the end of term **the** *major* **of** *London*

- phrases of quantity with *a*

a few days/**a** number of problems

- many other common phrases, especially with such adjectives as *the other, the same, the next, the last, the right, the wrong*

the other day **the** same one **the** next day

2. Places names with and without *the*

- We do not normally use *the* with the names of: continents, countries, states, departments, cities town, villages, individual islands, lakes, individuals mountains, streets, parks, bridges, shops and restaurants.

Oxford Street/Hyde Park/Mount Everest

- We use *the* with plural place names (**the** Netherlands, **the** Alps), names with republic, kingdom (**the** Czech/**the** United Kingdom), the names of ocean and seas, rivers, canals, deserts, island groups, hotels, cinemas, museums, clubs, pubs. mountain ranges, galleries, motorways (**the** M6)

- We use *the* before the names with *of*

the Statue of Liberty/**the** Bank of Scotland

Practice

Activity 1: Spot the errors

-Ask Ss in pairs to find 2 errors in each of the following sentences and correct the mistakes they find.

- Go over the answers with the class.

1. I love a mountains, and I enjoy a seashore too.
2. I have the headache and I need a aspirin.
3. When a police arrived, all the people in building were questioned.
4. I'm going to watch a TV tonight to see a movie about the Brazil.
5. I read in newspaper that we're going to have a cold weather.

Expected answers:

1. I love ~~**a**~~ mountains, and I enjoy ~~**a**~~ seashore too.
2. I have ~~**the**~~ headache and I need ~~**a**~~ **an** aspirin.
3. When ~~**a**~~ police arrived, all the people in **the** building were questioned.
4. I'm going to watch ~~**a**~~ TV tonight to see a movie

4. Home-work	about ~~**the**~~ Brazil. 5. I read in **a** newspaper that we're going to have ~~**a**~~ cold weather. **Activity 2: Multiple choice** (Exercise 2, p. 92) - Get Ss to do the exercise in their textbooks. - Tell them to compare the answers in pairs. - Check the answers with the class. **Expected:** 1. Ø 2. Ø Ø Ø 3. Ø, the, the 4. the, Ø 5. the, Ø 6. the, Ø 7. The, Ø 8. an, the, the 9. Ø, the 10. A, a - Ask Ss to find some more expressions according to the categories **Adjective + preposition** **Verb + preposition** **Verb + noun + preposition** **Preposition + noun** - Deliver handouts **In each space put *a, an* or *the* or leave the space blank.** 1. We could see that .... Alps cover in .... snow. 2. Diana has ...... degree in .... engineering from ...... University of London. 3. We took ...... trip around London and saw ...... Tower Bridge. 4. .... summer I spent in .... USA was one of .... best in my life. 5. She was .... first woman to cross .... Atlantic in ...... canoe. 6. I don't like .... milk in .... coffee. **Key:** 1. the/ - 2. a / - / the 3. a / - 4. The / the /the 5. the / the /**a** 6. - / -	**1 min**

READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about deserts.
- scan read for specific details.

Teaching aids: pictures, cards, handouts.

PROCEDURE

Stages	**Activities**	**Timin**
1. Warm-up	**Game: Animals in hiding** - Get Ss to work in groups of five or six. - Deliver handouts with the following sentences. (see Appendix). - Ask Ss to find the animals hiding in the sentences. Example: Close the door **at** once! (**rat**) - The first group to find out all the animals is the winner. **Expected answers**: 1. That will **be a** real help. (**bear**) 2. She **came** late every day. (**camel**) 3. He came to Ameri**ca** today. (**cat**) 4. Eric **ow**es me ten cents. (**cow**) 5. **Do** good workers succeed? (**dog**) 6. If **Ro**ger comes, we'll begin. (**frog**) 7. In April **I on**ly came once. (**lion**) 8. I'll sing; you hum **on key**. (**monkey**) 9. She clothes **nake**d babies. (**snake**) 10. At last, **I, Ger**ald, had won. (**tiger**) **Lead-in:** - Which kind of these animals can live in deserts? - Name some other kinds of plants and animals live in deserts. (*Expected*: camels, scorpions, cactus) - Name some countries which have deserts. (*Expected*: Australia, China, Egypt …) We'll get to know more about deserts in today's lesson.	**6 min**

2. Pre-reading

Pre-teaching vocabulary

m

1. aerial ['eəriəl] (a) (explanation): in the air; existing above the ground (trên không).
Example: The banyan tree has aerial roots.
2. dune [dju:n] (n) (picture): a hill of sand near the sea or in a desert (đụn cát).
3. stretch [stretʃ] (n) (translation): a length or area of a road, water or land (dải đất, dải nước…).
Example: This stretch of the river was broader and deeper.
4. aborigine [,æbə'ridʒini:z] (n) (picture + explanation): a member of the tribes that were living in Australia when Europeans arrived there; aboriginal (thổ dân Úc).
5. hummock ['hʌmək] (n) (picture+ explanation): a small raised area of ground like a very small hill; hillock (gò, đống).
6. slope [slɔp] (n) (picture + explanation): the side of a mountain, hill or valley rises at a very sharp angle and is difficult to go up (dốc, đường dốc, độ dốc).
Example:
+ a steep slope: dốc thẳng đứng
+ slope (v): slant (v): dốc xuống, nghiêng
Example: The bank sloped down sharply to the river.
+ to slope into/out of a place: to enter or leave quickly and quietly to avoid or escape sth; to slink: chuồn; biến; lẩn
7. corridor ['kɔridɔ:] (n) (translation): a strip of land that connects one country to another or gives it a rout to the sea through another country.
(đường hành lang)
8. crest [krest] (n) (picture): the top of a hill or wave (đỉnh)
+ to be on the crest of wave; to feel happy and confident because things are going well (for sb).
9. spinifex ['spainifəks] (n) (picture) cỏ lá nhọn sống ở vùng sa mạc nước Úc.

Checking: Bingo

spifinex	**crest**	**corridor**
slope	**hummock**	**aerial**
aborigine	**stretch**	**dune**

	- Draw a 3 x 3 grid on the board and ask Ss to copy it on a piece of paper. - Ask Ss to write down 9 words they have just learned, one word in each box. - Read out the Vietnamese translation, synonym or definitions of the words you have taught. When Ss hear one of their words, they cross it out. When they cross out three words in the same line (vertical, horizontal or diagonal), they shout '**Bingo**'.	
3. While-reading	**Activity 1: True/False statements** (Task 2, p. 98) - Divide the class into 4 groups. - Deliver cards written with T (true) and F (false). - Give time of about 5 minutes for Ss to read the reading passage then tell them to close their books. - Read 6 sentences one by one. (Task 2, p. 98) - Ss in each group decide whether the sentences are true or false and hold up the cards (T or F). - Continue until all the sentences are read. - Write the answe [illegible] groups on the board. - Ask Ss to open their books and check with the whole class. - Congratulate the groups with the most correct answers. **Expected:** 1. F 2. F 3. T 4. F 5. F 6. T **Activity 2: Questions and Answers** (Task 3, p. 98) - Get Ss to read the reading passage and answer the questions. - Ask Ss to compare the answers with their partners. - Call on some Ss to write the answers on the board. - Check with the class. **Expected:** 1. They are Great Victoria Deserts, Gibbon, Great Sandy and Tanami Deserts and Simpson Desert. 2. It lies between Lake Eyre in the south, the MacDonald Ranges in the north, the Mulligan and the Diamantina Rivers in the east, and the Macumba and Finke Rivers in the west. 3. In 1845. 4. He was the President of the South Australian Branch of the	**18 mins**

	Royal Geographical Society of Australia. 5. They took camels across the desert. 6. In the western part, they are short, mostly less than 10 metres high, and in the northern part, they are parallel and are up to 20 metres high. 7. Two. They are hummock grass and spinifex.	
4. Post-reading	**Discussion** - Break Ss into small groups of four or five. - Tell Ss in groups to discuss the question: **"Which method should people use to stop desert expansion?"** - Invite the groups to report their ideas. - Give feedback and comments. ***Suggested ideas*** *- ban people from cutting down trees for fuel and farmland. (because when people cut down trees, the climate and soil are affected and forests are turned into deserts)* *-plant a wall of trees across the edge of a desert to stop desert sand from spreading.* *- build long canals or pipelines to carry water to desert areas.*	**1 mi**
5. 5.Homework	**Reading comprehension** - Ask Ss to read the story in their textbook on page 99 and answer the questions.	**1 m**

Appendix

Find the animals hiding in the following sentences:

1. That will be a real help.
2. She came late every day.
3. He came to America today.
4. Eric owes me ten cents.
5. Do good workers succeed?
6. If Roger comes, we'll begin.
7. In April I only came once.
8. I'll sing; you hum on key.
9. She clothes naked babies.
10. At last, I, Gerald, had won.

UNIT 9 DESERTS

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about natural features of deserts and desert life.
- express their ideas about related matters.

Teaching aids: cards, charts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Word bricks** - Divide Ss into 2 groups A and B. - Give group A a set of 10 red cards (word bricks), and the same set of 10 green ones to group B. - Tell Ss to use 10 of the words on the bricks to complete 10 words on the chart.(see below) - Ask Ss to go to the board to put each word brick into each blank to make it a correct word. - The group with more correct words is the winner of the game. ORS AME ANA BBI EE FFA OCOD CTU OA RA 1. B...........NA 2. CA..........S 3. G...........SS 4. H.............E 5. BU...........LO 6. CR...........ILE 7. C..............L 8. RA............T 9. G.............T 10. SH.............P Key: 1. BANANA 2. CACTUS 3. GRASS 4. HORSE 5. BUFFALO 6. CROCODILE 7. CAMEL 8. RABBIT 9. GOAT 10. SHEEP	**5 mins**

	Lead-in: - What kinds of the animals and plants can live in deserts? (Expected: camels/cactus/date palm..) -Do you know why they can survive in such hash conditions? In today's speaking lesson, you'll practice talking about the natural features of a desert.	
2. Pre-speaking	**Pre-teaching vocabulary** 1. **cactus** ['kæktəs] (n) (picture) (pl. cacti) (cây xương rồng) 2. **date palm** [deit pɑ:m] (n) (picture+ explanation): a straight tree with a mass of long leaves at the top, growing in tropical counties (cây chà là). 3. **eucalyptus** [,ju:kə'liptəs] (n) (translation) (cây khuynh diệp; cây bạch đàn) **Read and check** (Task 1, p. 99) - Ask Ss to choose the trees and animals that they think might exist in a desert and give the reason of their choice. - Call on some Ss to speak out their opinions. - Give feedback. **Suggested ideas:** *- Camels can live in deserts. They can exist without food and water if they need to. When they eat, they store fat in their humps. They can drink as much as 25 gallons (100 liters) of water and store water in small flask-shaped bags that line the inside of their stomach.* *- A cactus is a kind of thorny plants. It has thick, succulent stem, which enable it to survive in the desert. When it rains, water is stored in the stem. A thick waxy coating keeps the water inside the cactus from evaporating. Moreover, a cactus never loses its leaves. It only reduces the size so that it reduces the surface area through which water can be lost by transpiration.*	**9 mins**
3. While-speaking	**Activity 1: Finding out the natural features** (Task2, p. 99) - Put Ss into pairs to find out as many natural features of a desert as possible.	**18 mins**

	- Move around the class to control and give help where needed. - Tell Ss to compare their results with the other pairs. - Call on some Ss to read aloud their ideas. - Give feedback. ***Suggested ideas*** - *there is no water in a desert.* - *it is a hot, dry and sandy place* - *there are few animals and plants living in a desert.* - *it has arid climate.* - *little rain falls in deserts.* - *some deserts can be cold for most of the year* **Activity 2: Some important things** (Task 3, p.99) - Put Ss into groups of four or five. - Tell Ss they are going to travel across the desert. - Ask them to suggest some important things they should bring along with them in the journey and explain the reason of their choice. - Go around the class to give help if needed. - Invite groups' ideas. - Give feedback and make comments. Example: - *I think we will bring a lot of food and water. They can help us to survive in the desert if we get lost.* - *In my opinion, I think we should bring a large hat and sun block to protect ourselves from the heat and sunlight.* - *A box of matches is very necessary for us to make a fire at night.*	
4. Post-speaking	**Discussion** - Ask Ss to work in groups of four or five to discuss and find some possible ways if they got lost in the desert. - Invite groups' opinions. - Give feedback and comments. ***Suggested ideas*** - *find directions using a compass, find water source*	**12 mins**

	- *find a shelter or make our own shelter* - *make a signal to attract the rescue team* - *protect ourselves from heat and sunlight* - *look out for animals*	
5. Home work	**Writing** - Ask Ss to write a paragraph about how to find some possible ways if they were lost in the desert.	**1 min**

UNIT 9 DESERTS

LISTENING

Aims: By the end of the lesson, students will be able to:

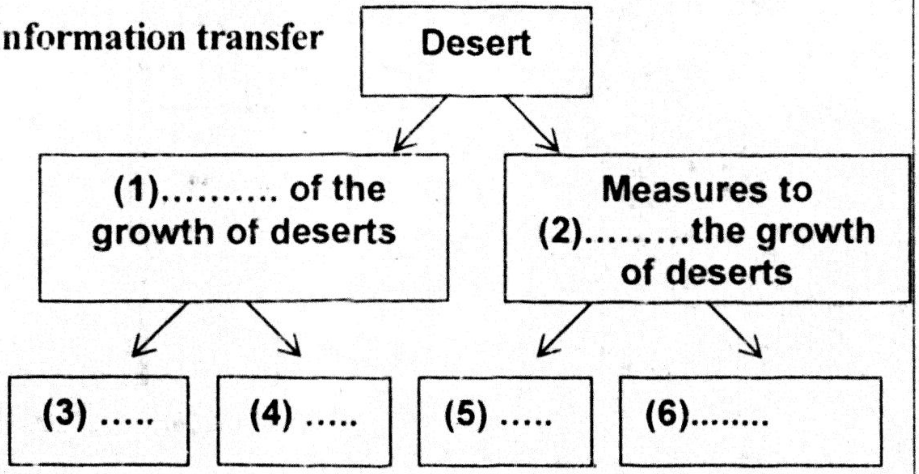
- listen for the understanding of the passage.
- listen for specific details.

Teaching aids: CD player, handouts, pictures.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Similes** - Arrange Ss into groups of five or six. - Deliver handouts with the following phrases and use the pictures as hints. (see Appendix) 1. .... like a fish 2. .... like a horse 3. Like crocodile .... 4. As .... as ABC 5. As thin as a .... 6. As white as a .... - Ask Ss in the groups to fill in each gap in each of the phrases with one suitable word. - The initial letters of the words form a key word. - The first group to find out the key word wins the game. - Have Ss start the game and congratulate the winner. Key: 1. drink 2. eat 3. tears 4. easy 5.rake 6. sheet	**6 mins**

	The word to find: **DESERT** **Lead-in:** Our lesson today will focus on some features of deserts and how they are formed.	
2. Pre-listening	**Pre-teaching vocabulary** **1.frightening** ['fraitniŋ] (a) (explanation): if something is frightening, it makes you feel afraid, anxious or nervous; alarming (khủng khiếp; dễ sợ) + frightening speed: tốc độ nhanh đến khủng khiếp 2. **cool** [ku:l] (v) (definition) to become or to make sb/sth cool or cooler.(làm nguội đi) + cool sb down/off: to make sb feel cooler or make sb calm. (làm cho mát; làm cho ai trở nên bình tĩnh) 3. **canal** [kə'næl] (n) (picture) (kênh; sông đào) Example: the Panama/Suez canal An irrigation canal 4. **needle** ['ni:dl] (n) (picture) (kim khâu; vật nhọn hình kim, lá kim) + To look for a needle in a haystack (proverb): đáy biển mò kim **Checking: ROR**	**6 mins**
3. While-listening	**Activity 1: True/False statements (**Task 1, p.100) - Play the CD once or twice and have Ss listen. - Tell Ss to work in pairs to decide whether the statements are true or false. - Invite class opinions and check the answers with the whole class. **Expected:** 1. T 2. T 3. T 4. F 5. T **Activity 2: Multiple choice** - Deliver handouts. - Let Ss listen to the passage and choose the best option. - Check the answers with the class. 1. *The talk examines ……………what they are and how they are formed.* a. deserts b. animals c. sand	**20 mins**

	2. Desert is a hot, dry, ……………… place. a. peaceful b. endless c. sandy *3. Desert is also a beautiful land of ……….and space.* a. nature b. silence c. mountains *4.……and ………cause the growing of the world's deserts.* a. Nature and animals b. Animals and humans c. Nature and humans *5. Rabbits contribute to the growing of deserts in Australia. They …………….. every plant they can find.* a. destroy b. eat c. keep **Expected:** 1. deserts 2. sandy 3. silence 4. Nature and humans 5. eat **Activity 3: Gap-fill** (Task 3, p. 101) - Let Ss listen to the passage again and fill in the missing words. - Ask Ss to compare the result with their partners. - Check the answers with the class. **Expected**: 1. 90 percent 2. smaller plants 3. prevent 4. spreading 5. capital 6. canals	
4. Post-listening	**Information transfer**  Desert (1)………. of the growth of deserts Measures to (2)………the growth of deserts (3) ….. (4) ….. (5) ….. (6)…….. - Have Ss work in groups of four or five to fill in the missing words/phrases in the boxes. - Ask Ss to give the answers. - Check answers with the class and invite some Ss to report the ideas of the expert's talk by looking at the diagram. Key: 1. Causes 2. prevent 3. nature	**12 mins**

	4. humans 5. plants trees 6. build canals	
5. Home-work	**Vocabulary review** - Ask Ss to learn the new words by heart.	**1 min**

Appendix

1. ………..... like a fish.

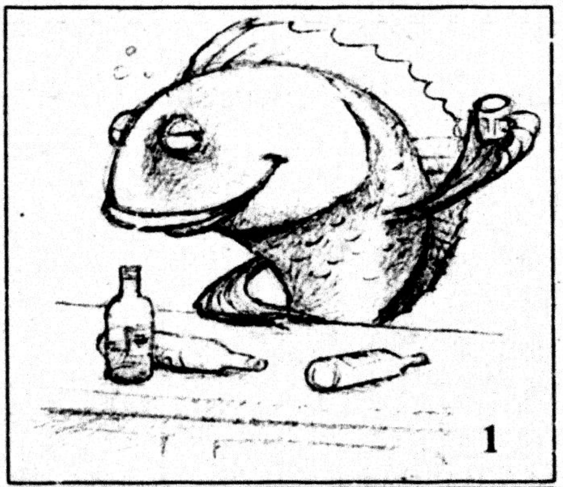
2. …………. like a horse

3. Like crocodile …………

4. As ………. as ABC

5. As thin as a …………..

6. As white as a ………..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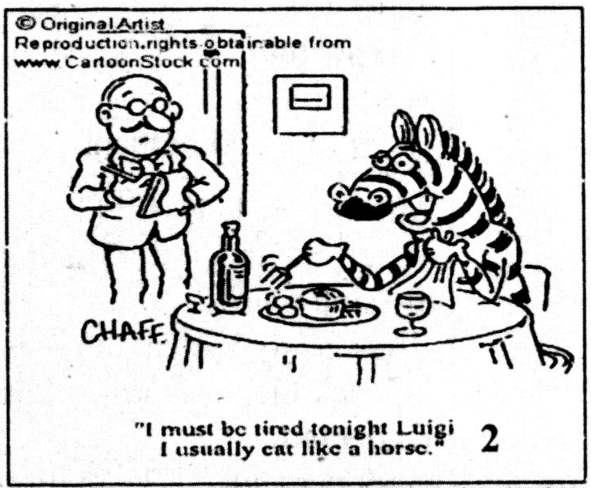
© Original Artist
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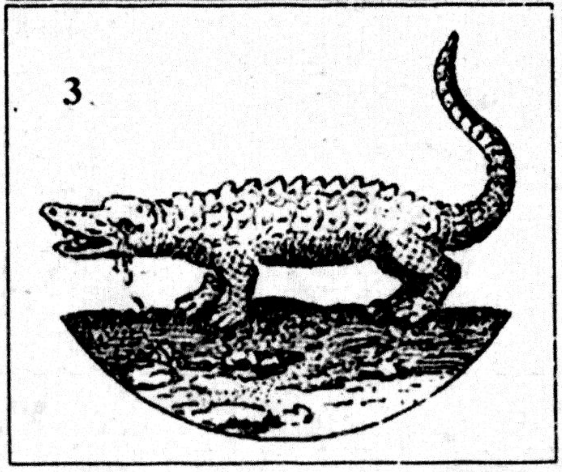
CHAFF
"I must be tired tonight Luigi I usually eat like a horse." 2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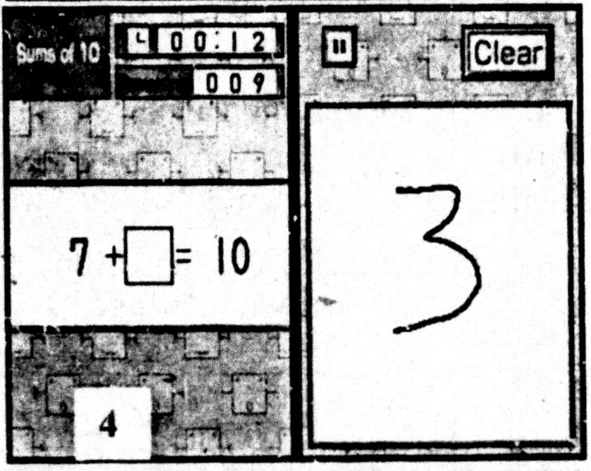
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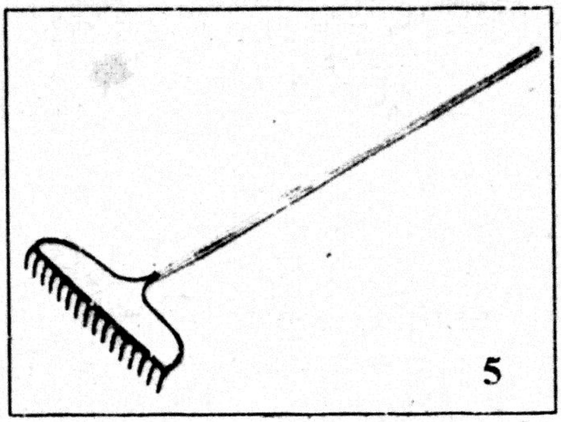
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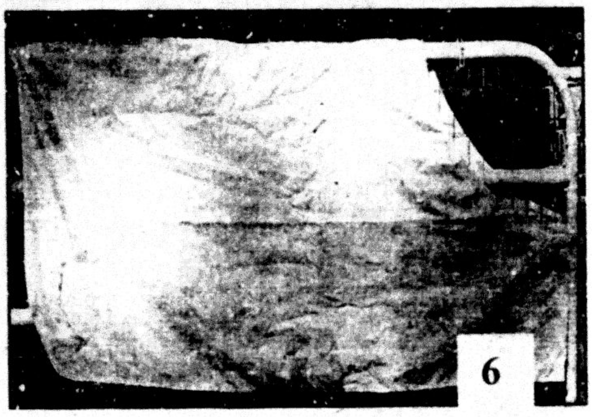
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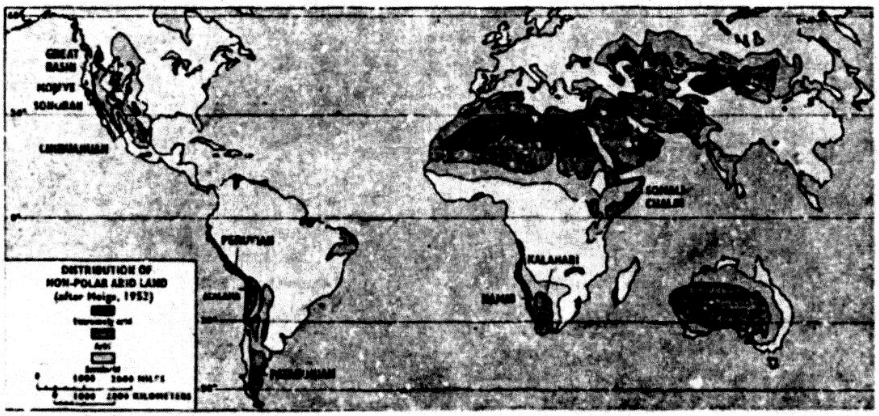
UNIT 9 DESERTS

WRITING

Aims: By the end of the lesson, students will be able to:
- describe the main features of a desert.
- write a paragraph about the Sahara Desert.

Teaching aids: pictures, charts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Recognition** - Show the world map to Ss and tell them to identify the Sahara Desert on the map.  **Lead-in:** Today, we'll learn to write about the main features of the Sahara Desert.	**2 mins**
2. Pre-writing	**Pre-teaching vocabulary** 1. **extend** [iks'tend] (v) (explanation) cover a particular area, distance or length of time. (kéo dài, vươn tới) 2. **arid** ['ærid] (a) (context): (khô cằn) Example: Arid land is so dry that very few plants can grow on it. 3. **oasis** [ou'eisis] (n) (translation) (ốc đảo; nơi thoải mái) 4. **tableland** ['teibl lænd] (n) (synonym) plateau (bình nguyên) 5. **gazelle** [gə'zel] (n) (n) (picture) (linh dương nhỏ rất dễ thương; linh dương gazen) 6. **antelope** ['æntiloup] (n) (picture) (con sơn dương) 7. **fox** [fɔks] (n) (picture) (con cáo)	**12 mins**

	8. **jackal** ['dʒækɔ:l] (n) (picture+explanation): a wild animal like a dog (chó rừng) **Checking** - Read the definitions of the words or show pictures and ask Ss to say the English words. **Questions and answers** - Tell Ss to work in pairs to ask and answer the following questions about the Sahara Desert. - Call on some Ss to give the answers. - Go over the answers with the class. 1. Where is the Sahara Desert? 2. How large is it? 3. How is the climate? 4. Name some of the natural features of the Sahara. 5. What kinds of animals and plants can live in the desert? **General Outline of the Description** • Introduction • General description + geography (location) + area + natural features (climate/rainfall/elevation/trees/animals) • Conclusion	
3. While-writing	**Write it up** - Tell Ss to write a description of the Sahara, using the information in the table on page 102. - Go around the class to control and give help where necessary. - Collect Ss' writing when they have finished.	**16 mins**
4. Post-writing	**Peer Correction** - Break Ss into small groups of four or five. - Give five pieces of writing to each group. - Ask the groups to read the description, correct mistakes if needed and then choose the best one. - Call on some Ss to write their groups' best descriptions on the board. - Make corrections with the class and comments.	**14 mins**
5.Home-work	**Internet searching** - Ask Ss to search for more information about the Sahara on the Internet.	**1 min**

UNIT 9 DESERTS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- distinguish between the full form and contracted form of some auxiliaries.
- use the conjunctions such as *so, but, however*.. in the sentences.

Teaching aids: charts.

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1. Warm-up</td><td>Full form and contracted form of auxiliaries
- Read the following sentences and ask Ss to write what they hear on a piece of paper.
1. They're always phoning me at home.
2. He's walking over the bridge.
3. She says she'll go to the party tonight.
4. I am a teacher and you are a student.
5. Ann will be 12 next week.
- Ask Ss to distinguish between the full form and contracted form of the auxiliaries and elicit the answers from them.</td><td>10 mins</td></tr>
<tr><td>2 Pronunciation</td><td><table>
<tr><th>Full form</th><th>Contracted form</th></tr>
<tr><td>I am</td><td>I'm/aim/</td></tr>
<tr><td>You are</td><td>You're/jɔ: (r)/</td></tr>
<tr><td>He is</td><td>He's/hi:z/</td></tr>
<tr><td>She is</td><td>She's/ʃi:z/</td></tr>
<tr><td>It is</td><td>It's/its/</td></tr>
<tr><td>We are</td><td>We're/wiə (r)/</td></tr>
<tr><td>They are</td><td>They're/ ðeir/</td></tr>
<tr><td>I shall/will</td><td>I'll/ail/</td></tr>
<tr><td>You will</td><td>You'll/ju:l/</td></tr>
<tr><td>They will</td><td>They'll/ ðeil/</td></tr>
<tr><td>..........</td><td></td></tr>
</table>
- Read the sentences on page 103 and tell Ss to repeat.
- Call on some Ss to read the sentences.
- Make corrections in pronunciation if needed.</td><td></td></tr>
</table>

3. GramMar **Presentation**	**Linking words: BUT/SO/HOWEVER/THEREFOR** -Write down these sentences on the board: 1. It began to rain, **so** I opened my umbrella. 2. They were late **but** they didn't hurry. - Ask Ss to express the sentences in another way so that the meaning stays the same. Expected 1. It began to rain, **therefore** I opened my umbrella. 2. They were late. **However**, they didn't hurry. **Although** they were late, they didn't hurry - Elicit the use of the conjunctions from Ss. **Use:** **1. Similar meaning to *but*** **Although** she's much younger than me, we get on very well together (see Language focus-Grammar-Unit 7) - We can also express a contrast by using the adverb '*however*' with two sentences. Example: Her father was extremely angry with her. **However**, he didn't say anything. **2. Similar meaning to *so*** - We use *so, therefore, as a result* or *for this reason* to introduce the result of something. - We use *so* (with or without *and*) before a clause. Example: He was late **(and) so** he ran to the station - We use *and therefore* before a clause. Example: I failed my driving test the first time **and therefore** I took it again. - *Therefore* can also go before the verb. Example: I failed my driving test the first time **and** I **therefore** took it again. -We also use *as a result*, *therefore* and *for this reason* at the beginning of a new sentence. Example: It was raining hard. **As a result**, we didn't go out. I failed my driving test the first time. **Therefore,** I took it again. At least you haven't lied to me. **For this reason**, I'm going to punish you.	**34 mins**

	- *Therefore* is rather formal. - We also use *though*, to mean '*however*' at the end of a sentence. Example: The room is very small. It's quite comfortable **though**.	
Practice	**Activity 1: Sentence completion** (Exercise 1, p.104) - Ask Ss to work in pairs to do the exercise 1, p. 104. - Call on Ss to give the answers. - Check with the whole class. **Expected:** 1. so 2. but 3. so 4. but 5. so 6. but 7. but 8.so **Activity 2: Multiple choice** (Exercise 2, p. 104) - Ask Ss in pairs to choose the correct alternative in each sentence. - Tell Ss to compare the answers in small groups. - Check the answers with the class. **Expected:** 1. but 2. however 3. yet 4. so 5. but 6.However 7. however 8. but	
4. Home-work	**Sentence making** - Tell Ss to make sentences with *so, but, however, therefore*. Ask Ss to do exercise 3 on page 104 and make sentences with the above linking words.	**1 min**

UNIT 10 ENDANGERED SPECIES *(5periods)*

READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about endangered species.
- scan read for specific details.

Teaching aids: pictures, charts, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Sort out the words** - Arrange Ss to work in 4 groups. - Write these headings on the board. **amphibians and reptiles/wild mammals/birds/insects** - Hang on a chart with the following words: **frog tortoise snake monkey ant** **whale leopard butterfly peacock** **penguin parrot tiger crocodile ostrich** **mosquito bee elephant spider lion** **rhinoceros chicken whale dolphin** - Ask Ss from each group to place each word under the correct heading. - Deliver a poster to each group to write the words on, and then stick the posters on the board when they have finished. - The group with the most correct words wins the game. *Expected answers*: **Amphibians and reptiles:** frog, tortoise, snake, crocodile. **Wild mammals:** leopard, lion, tiger, elephant, monkey, rhinoceros, whale, dolphin. **Birds:** chicken, penguin, parrot, peacock, ostrich. **Insects:** mosquito, bee, butterfly, spider, ant.	5 mins

	Lead-in: - Which of the following animals and insects are found in Vietnam? - Which of them do you think are in danger of becoming extinct? Why? *(Tortoise and rhinoceros are in danger of becoming extinct because they are hunted for food and medicine.* *The hard round shells of the tortoise are used to make handicrafts, ...* *Rhinos' horns are a kind of precious medicine.* *Great efforts are being made to protect these animals in many parts of the world).* In the reading lesson today, we get to know about the reasons why some plant and animal species are now in danger of extinction and some of the solutions to the protection of the endangered species.	
2. Pre-reading	**Pre-teaching vocabulary** 1. **habitat** ['hæbitæt] (n) (context): the natural environment in which an animal or plant normally lives or grows: (môi trường sống) Example: The panda's natural habitat is in the bamboo forest. The whale's natural habitat is in the ocean. 2. **deforestation** [di,fɔris'tei∫n] (n) (explanation) : the act of cutting down or burning trees in an area.(sự phá rừng) 3. **urbanization** [,ə:bənai'zei∫n] (n) (translation) sự đô thị hoá 4. **biodiversity** [,baiodai'və:siti] (n) (translation): bầu sinh quyển. 5. **priority** [prai'ɔrəti] (n)(explanation): sth that you think is more important than the other things and should be dealt with first. (sự ưu thế, quyền ưu tiên) + to take priority over sth/sb (to give priority to sth/sb): 6. **vulnerable** ['vʌlnərəbl] (a) (explanation): weak, easily hurt physically and emotionally (yếu ớt, dễ bị tổn thương) Example: - Old people are particularly vulnerable members of our society. 7. **enact** [i'nækt] (v) (situation): pass a law (ban hành) Example: The Government has enacted........... a new law. **Checking: ROR**	**9 mins**

3. While-reading	**Activity 1:Multiple choice** (Task 2, p. 108) - Break the class into 4 groups. - Set the time limit for 7 minutes for Ss to read the passage. - Give each group three cards A, B and C and tell them to close all their books after they've finished reading. - Read each sentence (on page 108) and tell Ss to choose the correct answers by holding up the card A, B or C. - Keep the total scores for each group on the board. - Let Ss open the books to check their answers and give feedback. - Congratulate the group with the most correct answers. **Expected:** 1. D 2. B 3. A 4. A 5. D **Activity 2: Finding information** (Task 3, p. 109) - Get Ss to read the passage again in pairs. - Ask Ss to find information to support the statements. - Invite class opinion. - Give feedback **Expected:** 1. The first sentence of paragraph 2 2. Paragraph 3 3. Paragraph 4	**18 mins**
4. Post-reading	**Summarizing** - Tell Ss to work in groups of four or five to summarize the reading passage by writing one topic sentence for each paragraph. - Call on some groups to read aloud their sentences. - Give feedback and comments. **Variations:** **Which word can appear in this summary?** - Prepare a summary of the reading passage in advance. (The summary can be written from the five topic sentences of the 5 paragraphs). **Here is the summary**: ✳ *Over 24 thousand plant and animal species in the world are now in danger of extinction.* ✳ *The main causes of extinction are habitat destruction, commercial exploitation and pollution.*	**12 mins**

	* *The disappearance of some species may result in the loss of biodiversity, which is important for human.* * *Different efforts have been made to conserve endangered species.* - Hang on a chart with the numbered blanks as follows: * __1___ ___2__ ___3___ ___4___ ___5___ __6___ __7___ ___8____ __9__ ___10___ ___11___ __12___ __13___ ___14____ ___15___ ___16_____ . * __17___ __18___ __19___ __20____ ___21___ __22___ __23____ __24__ __25___ ___26____ ___27_____ ___28____ . * __29____ __30____ __31____ ___32___ __33_____ __34____ ___35___ ___36___ ___37___ ___38_____ ___39___ ___40____ __41____ __42_____ __43_____ ___44____ ___45____. * __46___ ___47___ ___48____ ___49____ __50____ ___51____ ___52____ ___53____ ___54____ . - Divide the class into 2 groups. - Tell Ss that the summary consists of 54 words and they have to guess which word can appear in the blanks in the summary. - Award one point to the group who speak out a correct word in each space. - Their point is doubled if the same word appears in two spaces of the summary. - Write the words that Ss have in the right order in the summary. - Continue until all the blanks are filled. - Keep the total scores for the two groups on the board. - The group with more points wins the game.	
5. Home-work	**Language review** - Ask Ss to learn the new words by heart and prepare for the next lesson.	**1 min**

Extension

Read the text and choose the correct word for each space.

The Threat to the Environment

Nowadays people are more aware that wildlife all over the world is in (1) .... Many species of animals are threatened, and could easily become (2) .... if we do not make an effort to protect them. There are many reasons for this. In some areas, animals are (3)......... for their fur or for other valuable parts of their bodies. Some birds, such as parrots, are caught (4) ...., and sold as pets. For many animals and birds, the problem is that their (5).......... – the place where they live – is disappearing. More land is used for farms, for houses or industry, and there are fewer open (6) .... than there once were. Farmers use powerful chemicals to help them grow better products, but these chemicals pollute the environment and (7) .... wildlife.

The most successful animals on earth – human beings – will soon be the only ones (8) ...., unless we can solve this problem.

1. a. threat b. problem c. danger d. vanishing
2. a. extinct b. empty c. disappeared d. vanished
3. a. chased b. hunted c. taken d. asked
4. a. lively b. for life c. for living d. alive
5. a. habitat b. environment c. house d. cage
6. a. air b. spaces c. parts d. up
7. a. spoil b. wound c. harm d. protect
8. a missing b. survived c. over d. left

Keys:

1.c. 2. a. 3. b. 4. d
5.a 6. b 7. c. 8. d

Choose the correct word or phrase for each space from the list below. There are some extra words that you don't need to use.

cause, control, drowning, dying out, furnish, harmed,
make, plentiful, prey, starve, vegetation, wounded

Wild animals play an important part in the balance of nature, and (1) .... us with many important products. Birds and other small animals help (2) .... insects. Wild animals provide fur, food and recreation. They also (3) .... our surroundings more interesting.

Uncontrolled hunting has destroyed much wildlife. People have also (4)......... animals by destroying their habitats. Many animals, such as the passenger pigeon, have disappeared completely. Others, including the whooping crane, the blue whale, and the American alligator, are in danger of (5)........... .

Sometimes it is necessary to keep animals becoming (6)......... For example, rabbits and such rodents as ground squirrels and mice may (7)........... great damage to crops if they are too abundant. Deer may eat so much (8) .... that the herd will (9) .... in winter because no food is left. Predators help hold down the population of their (10)......

Keys: 1. furnish 2. control 3. make 4. harmed 5. dying out
6. plentiful 7. cause 8. vegetation 9. starve 10. prey

UNIT 10 ENDANGERED SPECIES

SPEAKING

Aims: By the end of the lesson, students will be able to:
- ask and answer questions about endangered animals.
- talk about the information of some endangered species.

Teaching aids: pictures, cards (or post-it notes).

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Who Am I?** - Break the class into 2 groups. Choose one representative from each group to stand in front of the class. - Prepare one large red card and one large blue card with the name of one kind of animal on each (for example: elephant, panda, tiger...). One of these is pinned to the back of each group's representative. `elephant` `elephant` - These two students then try to discover their **identity** by asking yes- no questions. - Tell Ss that the answer to these questions is only *yes* or *no*. The two students are allowed to wander around, asking	**6 mins**

	the opposite group members questions such as: "Do I live in the forest?" "Do I have 2 legs?" "Do I eat grass/hay?" "Can I fly?" "Am I a big animal?" "……………….?" - The group with its representative first discovers his/her identity is the winner. **Lead-in:** - Do you know where elephants live? - Are they endangered animals? Why? In today's speaking lesson, you practise talking about the information of some endangered animals such as elephants, rhinos, pandas, tigers…	
2. Pre-speaking	**Pre- teaching vocabulary** 1. **panda** ['pændə] (n) (picture): (gấu trúc) 2. **life-span** ['laifspæn] (n) (explanation): the life span of a person, animal or plant is the period of time for which they live and are normally expected to live. (tuổi sống) Example: Some insects have a life-span of no more than a few hours. 3. **decline** [di'klain] (v) (context): (sút giảm; sa sút, suy sụp) Example: The number of staff has declined from 217,000 to 114,000... + decline (n): sự giảm sút; sự suy sụp + on the decline/in decline: trở nên yếu hơn, ít hơn Example: She is on the decline and may die soon. The number of robberies in the area is in decline.	**6 mins**
3. While-speaking	**Activity 1: Complete the table (**task 1, p.109) - Get Ss to work in pairs to answer the question: Which of the following animals would you * eat? * keep as pet? * use for medicine? * use for food?	**20 mins**

* think they are endangered?

- Ask them to fill their answers below.

Animals	eat	keep as pet	use for food	use for medicine	are endangered
Panda					
Rhino					
Tiger					
Elephant					
Dog					
Duck					
Mouse					
Cat					

- Break Ss into groups of four or five.
- Tell Ss that each of Ss in the groups has to find out what everyone's answers are, and add them to the table, then tell the others in the groups about his/ her answers.
- Ask Ss to give their opinions of which animals they agree about or which ones they disagree over.
- Give feedback.

Activity 2: Question and answer drill (task 2, p. 110)

- Put Ss into pairs. In pairs, Ss look at the information about the giant panda, rhino, tiger and elephant and practise asking and answering questions about them.
- Work with a student to give a model.
- Call on some pairs to act out their dialogues.
- Correct mistakes and make comments.

Example:

***T**: Where do giant panda live?*

***S**: In bamboo forest in the mountains in central and western China.*

***T**: What is the population of panda in the world?*

***S**: Only about 600.*

***T:** What do they eat?*

***S** : Bamboo.*

***T:** Do you know the reason why they are in danger of extinction?*

***S**: Yes. Because of habitat destruction and illegal hunting.*

4. Post-speaking	**Writing a report** - Break Ss into 6 groups. - Deliver posters to the groups and ask them to write a brief report on the animals (mentioned in Activity 2) on the posters. - Set a limit time for about 5 minutes for the groups to finish the report and ask them to stick the posters on the board. - Invite the groups' representatives to give their report to the class. - Make comments.	**12 mins**
5.Home-work	**New lesson** - Ask Ss to prepare for the next lesson.	**1 min**

UNIT 10 ENDANGERED SPECIES

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for general information.
- listen for specific details.

Teaching aids: pictures, handouts, DC player.

PROCEDURE

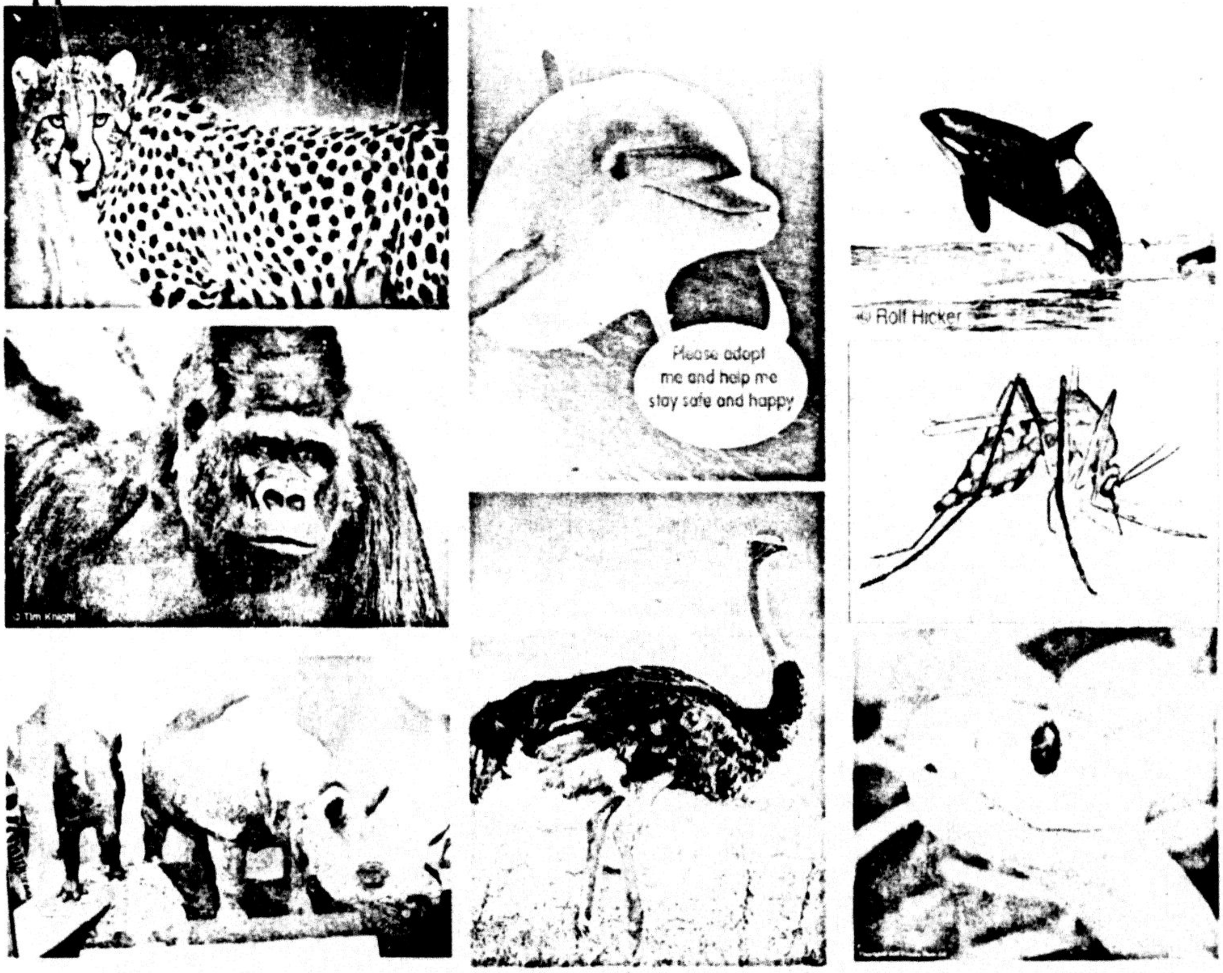
Stages	Activities	Timing
1. Warm-up	**Game: Animal Quiz** - Divide the class into 2 groups. - Ask Ss to look at the picture of the animals (see Appendix) and answer the questions. 1. What is the largest animal in the world? 2. What is the fastest animal in the world? 3. What is the friendly sea mammal in the world? 4. What is the most poisonous snake in the world? 5. What is the largest bird in the world? 6. What is the rarest large mammal in the world?	**5 mins**

	7. Which creature is the most dangerous to man? 8. Which is the animal that looks like a large monkey without tail? - Award one point to the first group to have a correct answer. - The group with more points wins the game. **Expected answers**: 1. whale 2. cheetah (a wild animal of the cat family with black spots that runs very fast) 3. dolphin 4. black mamba (a black and green poisonous African snake) 5. ostrich 6. Javanese rhinoceros 7. mosquito (because it carries malaria - some experts, however, say it is the rat because of the bubonic plague its fleas carry). 8. gorilla **Lead-in:** (Show Ss the picture of a gorilla) - What do you know about gorillas? - Where can you find them? Today, you'll listen to the passage about gorillas.	
2. Pre-listening	**Pre- teaching vocabulary** - Hang on a chart and ask Ss to match the words with their synonyms or definitions. - Ask Ss to give the Vietnamese equivalents of the words. 1. **bared teeth** [beəd ti:θ] (n) (răng nhe) 2. **sociable** ['souʃəbl] (a) (dễ chan hoà, thân thiện) 3. **sub-adult** [sʌb 'ædʌlt, sʌb ə'dʌlt] (a) (chưa trưởng thành) 4. **silverback** ['silvəbæk] (n) (khỉ đột đực lớn) 5. **nest** [nest] (v) (làm tổ) 6. **ranger** ['reindʒə] (n) (người gác rừng hoặc công viên lớn) 7. **civil war** ['sivl wɔ:] (n) (nội chiến)	**7 mins**

	a. a war which is fought between different groups of people who live in the same country. b. make and use a nest c. teeth which are shown in an aggressive and threatening way d. a male adult gorilla with white or silver hair across its back e. not fully grown or developed f. a person whose job is to look after the forest or a large park g. out-going **Expected answers**: 1. c 2. g 3. e 4.d. 5. b 6.f 7. a	
3. While-listening	**Activity 1: Multiple choice questions (**Task 1, p. 111) - Ask Ss to read through the questions to know what they look for. - Play the tape twice and let Ss listen to the recordings. - Call on Ss to give the answers. - Have Ss listen one more time to check their answers. - Give feedback. **Expected:** 1. A 2. B 3. B 4. D 5. C **Activity 2: Listen and complete the chart** (Task 2, p. 112) - Tell Ss they are going to listen to the passage again - Ask Ss to read through the chart to know what information they need to fill in each numbered blank. - Call on Ss to give the answers. - Invite class opinions. - Let Ss listen again and go over the answers with the whole class. **Expected:** 1. peaceful 2. plant-eating 3. a few males and their young 4. plants and a few insects 5. in trees 6. in grasses 7. civil war 8. forests being cut down.	**20 mins**
4. Post-listening	**Speaking: Summarizing** - Ss work in groups of five or six to summarize the ideas of the passage, using the information in Task 1 and 2. - Call on some groups' representatives to report their ideas. - Make comments.	**12 mins**

5 **Homework**	**Internet searching** - Tell Ss to search for more information about gorillas on the Internet. - Ask Ss to prepare for the next lesson.	**1 min**

Appendix


Please adopt me and help me stay safe and happy
© Rolf Hicker
© Tim Knight

UNIT 10 ENDANGERED SPECIES
WRITING

Aim: By the end of the lesson, students will be able to:

- write about measures to protect endangered species and possible results.

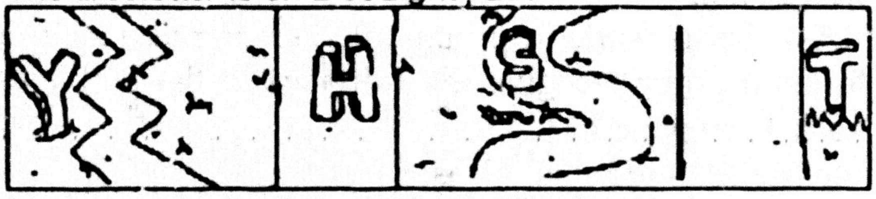
Teaching aids: pictures.

PROCEDURE

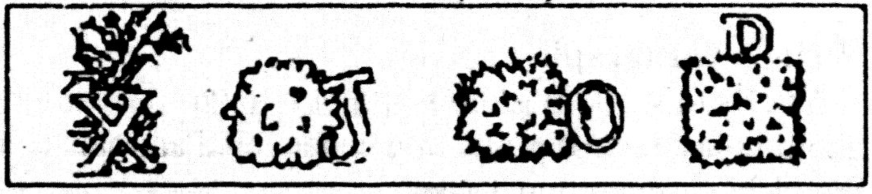
Stages	Activities	Timing
1. Warm-up	**Game: Treasure hunt** (see Appendix) - Arrange Ss to work in groups of six. - Deliver handouts with the following - Tell Ss that they are going to follow the path to the treasure and collect the letters on the way. - The letters will form a meaningful word. - The first group to find out the treasure (the word) wins the game. **The treasure to find: rhinos** **Lead-in:** - You know, rhinos are rare animals because most of them are hunted for food, medicine and commercial purposes. There are still some other species that are in danger of extinction like rhinos, for example blue whales, **red-headed** cranes or eagles… Today, we will focus on writing the ways to protect and save these endangered animals.	**5 mins**
2. Pre-writing	**Pre- teaching vocabulary** 1. **sufficient** [sə'fiʃnt] (a (explanation): enough for a particular purpose (đủ; đầy đủ) 2. **rely on** (v) (synonym): trust sb, have faith in sb/sth; depend on sb/sth (tin cậy; tin tưởng) + rely on sb to do sth 3. **livelihood** ['laivlihud] (n) (context): a means of earning money in order to live; living (cách kiếm sống; sinh kế) Example: These are fishermen who depend on the seas for their livelihood. + to earn one's livelihood by doing sth: kiếm sống bằng cách làm gì. 4. **reserve** [ri'zə:v] (n) (picture + explanation): a piece of land that is a protected area for animals, plants etc. (khu bảo tồn) + a wildlife reserve: khu bảo tồn động vật hoang dã	**10 mins**

	Discussion - Ask Ss to work in groups of four or five (each table forms a group) to give the solutions to the problems in Task 1, on page 113. - Invite some groups' ideas. - Give feedback and make comments.	
3. While-writing	**Write a paragraph** - Ask Ss to work in groups of 5 or 6 to write a paragraph about measures for protecting endangered animals using the ideas discussed in Task 1. - Go around to control and give help if needed. - When Ss have finished, collect Ss' writing. ***Suggested ideas***: *- Stop people from hunting endangered animals for food and for commercial purposes.* *- Arrest those who kill and purchase rare animals.* *- Punish severely those who poach for their horns, meat and skin and those who buy and sell wildlife products illegally.* *- Preserve good habitats for endangered species by banning dumping wastes into the sea, making campfires in the forests or destroying the forests.* *- These animals should be kept together in their natural habitat so that they can be productive and saved from extinction.* *- Organize different activities to raise people's awareness of the need to protect these animals.* *- Establish more wildlife habitat reserves.*	**16 mins**
4. Post-writing	**Peer Correction** - Call a student from each group to read their group's writing, and ask Ss to make correction and comments. - If time allows, choose one best writing and ask one student to write it on the board. - Give feedback and comments.	**13 mins**
5. Home-work	- Ask Ss to prepare for the next lesson.	**1 min**

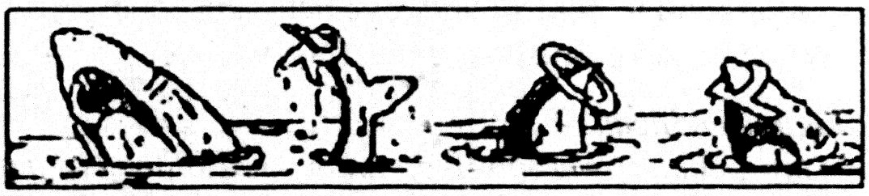
Appendix



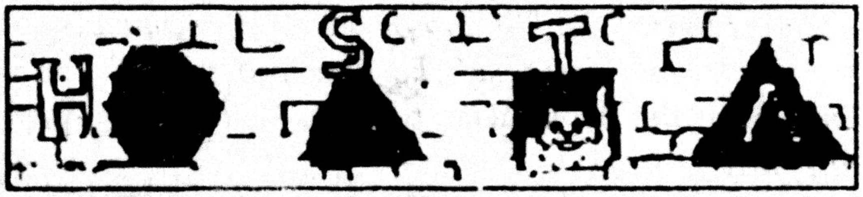
The first letter is on a straight path



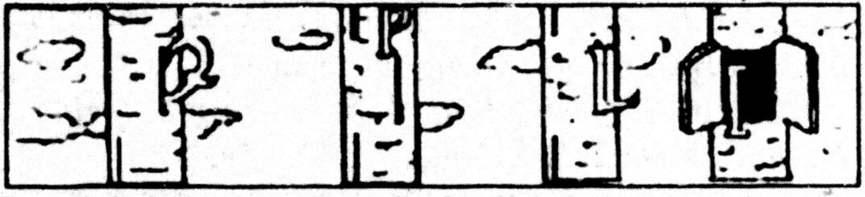
The second letter is next to a prickly bush



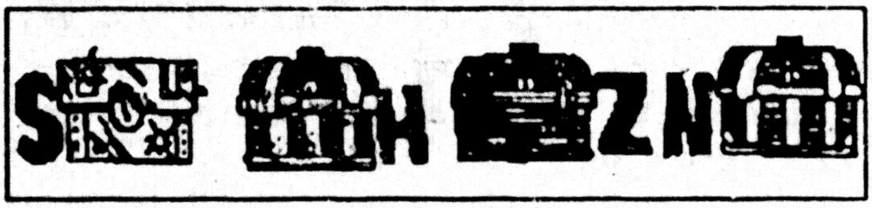
The third letter is on a shark's tail



The fourth letter is above a triangular hole in the castle wall



The fifth letter is in front of a narrow window halfway up a tower



The sixth letter is to the left of a wooden box

UNIT 10 ENDANGERED SPECIES

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- practise giving the rhythm of English.
- use modal verbs in sentences.

Teaching aids: pictures.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Rhythm** - Read the sentences on page 114 (textbook). - Tell Ss to listen and make the tress on the stressed syllables in each sentence. - Give feedback and introduce some useful language. **Introducing some useful language** • English language has stressed-time rhythm. That is to say the beats or stress pulses in connected speech follow each other at roughly equal intervals of time. This means that stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not. **Example:** 1 2 3 4 5 **Walk** **down** the **path** to the **end** of the **canal.** In this sentence, the stressed syllables are given numbers: Syllables 1 and 2 are not separated by any unstressed syllables, 2 and 3 are separated by one unstressed syllables, 3 and 4 by two and 4 and 5 by three. • The more unstressed syllables there are faster a stress, the quicker they must be said in order to 'catch' the next pulse. **Example:** • • • • • • • • • • • **Yes,** **that** was **probably** **necessary,** **John.**	**14 mins**
2. Pronunciation	**Practice** - Read the following sentences and tell Ss to repeat. - Ask Ss to practise reading the sentences, paying attention to the stressed syllables (in bold type). - Call on some Ss to read aloud the sentences. - Make corrections if necessary. 1. **Tell** me the **time** 2. **Show** me the **way**. 3. He **bought** some **carrots** and **cabbages**. 4. **Come** for a **swim.**	

	5. **Look** at the **clock** on the **mantel**piece. 6. I **think** he **wants** to **go** tomorrow. 7. It's **not** the **one** I **want.** 8. **Most** of them have **arrived** on the **bus.** 9. **Walk down** the **path** to the **end** of the **canal.** 10. I'm going **home today** for **Christ**mas. 11. A **bird** in the **hand** is **worth two** in the **bush**. 12.If you **don't have** the **best**, **make** the **best** of what you **have**.	
3. Grammar	**Game: What happened next?** - Tell Ss the first part of the story. (**1st part**: *The story is about a couple who came and stayed at a hotel late at night. The receptionist gave them the key for the room on the second floor.* *Everything there seemed very quiet when they went upstairs to their room. Suddenly the husband saw a man with a terrible face- the face with the bared teeth- at the end of the corridor. They both were very frightened and decided to leave the hotel.* **2nd part**: *But after that they soon realized there was a fancy dress ball on the top floor of the hotel.)* - After telling the 1st part of the story, ask Ss the reason why they were frightened. - If the answer is correct according to the story, ask Ss how they know that. - Ask Ss what to use when they just guess, but not sure of something or when they are sure about something. (Expected: *Maybe/Perhaps/They* ***may (might)*** *be/They* ***must*** *be…There* ***must*** *be a fancy dress ball on the top floor of the hotel.)* - Tell Ss the second part of the story. - Elicit more answers with high degree of certainty.	**30 mins**
Presentation	**Eliciting and introducing useful language** - Make questions to elicit and then introduce the language used to express possibility through different degrees of certainty. **Revision of modals:** **1. May** Generally, ***may (not)*** expresses possibility in two	

different ways:

a. present/future probability

*He **may (not)** be at home now.*

*Apparently, there **may** be thunderstorms tomorrow.*

b. permission. This is not mostly in the first person and is formal.

***May** I come in?*

2. Might

Might (not) also expresses possibility. It is used:

a. to express probability.

*We **might (not)** come to the party tonight. We'll see how we feel.*

Many people believe that *might* sounds more probable than *may*, but the intonation you use with modal verbs is more important in showing how probable you think the action is.

b. to express permission. It is old-fashioned and rarely used.

Might I ask you a favor?

c. In reported speech. *Might* is the past of *may*.

*It **may** rain. => The weather forecast said it **might** rain.*

3. Must/mustn't

Must expresses necessity. There are two types of necessity:

a. obligation

I **must** go home now. I've got to be at work early tomorrow.

When *must* expresses obligation, the past form is *had to* and the negative *didn't have to*.

When I was at school, I ***had to/didn't have to*** wear a uniform.

Have to and *have got to* also express obligation. *Must* often expresses an obligation that comes from the speaker while

have to/have got to express an external obligation.

Men in this country **have to** do military service.

(= the government says)

Jack **has got to** do his exam again. (= his teacher says)

b. logical necessity.

Here *must* means 'from the evidence, I'm sure this is true'

	This bill **must** be wrong. We haven't spent that much! Apparently Ann's mother is ill again. **She must** be very worried. *Mustn't* is used for obligation and it means 'obliged not to' or ' not allowed' You **mustn't** smoke in here, or we'll be sent out! If you want to say that logically you think something is impossible, you use *can't*. This bill **can't** be right. We haven't spent that much! Surely he **can't** be sixty, he only looks about forty! **4. Needn't** We use *needn't*, *don't need to*, or *haven't got to* to say that it is not necessary to do something. **I needn't/don't need to/haven't got to** get up today. Note that we often use *needn't* when the speaker gives someone permission not to do something. You **needn't** pay me back the money you owe me until next week. (= I give you permission not to pay me back the money until then)	
Practice	**Activity 1/ Activity 2/ Activity 3** - Ask Ss to work in pairs to do the exercise 1, 2, 3 in their textbook on pages 114, 115. - Check the answers with the whole class. **Expected:** **Exercise 1, p. 114** 2. may/might wake 3. may/might bite 4. may/might need 5. may/might slip 6. may/might break **Exercise 2, p. 115** 2. needn't come 3. needn't walk 4. needn't ask 5. needn't tell 6. needn't explain **Exercise 3 p. 115** 3. needn't 4. must 5. mustn't 6. needn't 7. needn't 8. must; mustn't	
4. Home-work	**Multiple choice** - Deliver handouts **Choose the most suitable answer A, B or C.** 1. It isn't cold outside. You …….. wear a coat. A. mustn't B. can C. needn't	**1 min**

2. You …….. keep out of that room. It's private.

A. don't have to B. mustn't C. must

3. You …… fall asleep when you drive a car.

A. mustn't B. must C. needn't

4. I'm going to retire soon. Then I won't ………work any more.

A. must B. have to C. can

5. It ………….. rain tonight.

A. may B. should C. must

6. I can hear footsteps in the flat upstairs, so there ……… someone there.

A. must be B. might be C can't be

7. That girl ………. 20 years old. She looks about 12 !

A. may be B must be C. can't be

8. We're busy tomorrow so we ……… have time to visit you. We aren't sure.

A. could not B. might not C. ought to

Key:

1. C 2. C 3. A 4. B 5. A 6. A 7.C 8. B

UNIT 11 BOOKS *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:

- understand the passage about ways of reading books.
- scan read for specific details.

Teaching aids: pictures, charts.

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1. Warm-up</td><td>Game: Match up
- Arrange Ss to work in groups of five or six.
- Ask them to match the names of the authors in column A with their relevant works in column B.
- The first group to have correct answers is the winner.
<table>
<tr><th>A</th><th>B</th></tr>
<tr><td>1. O. Henry</td><td>a. <i>Gone with the Wind</i></td></tr>
<tr><td>2. Ho Chi Minh</td><td>b. <i>Diary in Prison</i></td></tr>
<tr><td>3. Charles Dicken</td><td>c. <i>The Last Leaf</i></td></tr>
<tr><td>4. Ernest Hemingway</td><td>d. <i>Oliver Twist</i></td></tr>
<tr><td>5. Margaret Mitchell</td><td>e. <i>War and Peace</i></td></tr>
<tr><td>6. To Hoai</td><td>f. <i>Diary of a Cricket</i></td></tr>
<tr><td>7. Leo Tolstoy</td><td>g. <i>Murder on the Orient Express</i></td></tr>
<tr><td>8. Agatha Christie</td><td>h. <i>The Old Man and the Sea</i></td></tr>
</table>
Key:
1. c 2. b 3.d 4. h
5. a 6. f 7.e 8. g

Lead-in:
- Have you ever read one of the above?
- What kinds of books do you enjoy reading most/least?
- How do you read books?
In today's reading lesson, you'll get to know some ways of reading or some reading habits.</td><td>3 mins</td></tr>
</table>

2. Pre-reading	**Pre-teaching vocabulary** 1. **taste** [teist] (v) (miming+ explanation): test the flavor of sth by eating or drinking a small amount of it: nếm (đọc thử, qua loa) 2. **swallow** ['swɔlou] (v) (miming + explanation): make food,drink, etc. go down your throat into your stomatch: nuốt chửng (đọc ngốn ngấu). 3. **chew** [tʃu:] (v) (miming): nhai (nghiền ngẫm) 4. **digest** ['daidʒest] (v) (explanation): when you digest food or it **digests**, it is changed into substances that your body can use: tiêu hóa (đọc và suy ngẫm) 5. **dip into** (v) (miming+ explanation): put your hand into a container to take sth out; to read or watch only part of sth: chấm vào (đọc qua loa) Example: - She dipped into her purse and took out some coins. - I have only had time to dip into the report. 6. **reviewer** [ri'vju:ə] (n) (definition): nhà phê bình sách, phim… a person who write reviews of books, films/movies or plays. **Checking: Slap the board**	**10 mins**
3. While-reading	**Activity 1: True, False or Not mentioned** (Task 2, p.120) - Let Ss read the text in five minutes. - Ask Ss in pairs to decide whether the statements are true, false or no information according to the text. - Invite Ss opinion and give feedback. **Expected:** 1. NM 2. F 3. NM 4. T 5. F **Activity 1: Questions and answers** (Task 3, p. 120) - Get Ss to read the reading passage and answer the questions. - Ask Ss to compare the answers with their partners. - Call on some Ss to write the answers on the board. - Check with the class. **Expected:** 1. Three. 2. When you find a good story and have time to enjoy it. 3. Read a few pages to see if it's the one you can easily read and understand./ Check that it is not too difficult.	**19 mins**

	4. Televisions can bring you all the information and stories with color picture and action. 5. Books are still a cheap way to get information and entertainment; you can keep a book forever and read it many times.	
4. Post-reading	**Discussion** - Tell Ss to work in groups of four or five to discuss the sentence "**A good book is a good friend**". - Call on some groups' representatives to report their ideas. - Give feedback and make comments. ***Suggested ideas:*** *- Bring much help to our daily life (like a good friend)* *- Tell us good things to do and bad things to avoid.* *- Our sadness can be driven away by an hour reading; A book can comfort us, support us and help us to overcome the most difficult moment in life.* *- It is the easiest friend of all; we can come to him any time we like and talk to him as long as we want.* *- When we are tired, we can leave him without excuse.*	**12 mins**
5. Home-work	- Ask Ss to learn the new words by heart and prepare for the next lesson.	**1 min**

UNIT 11 BOOKS

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about reading habits.
- talk about characters in a book.

Teaching aids: posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Word grid** -Ask students to work in small groups of four or five. - Deliver handouts of a word grid with 12 rows and 12 incomplete sentences to the groups. - Ask Ss to find the names of types of books in the word grid by completing each of the sentences with a missing word. - The first group to find out the key words in the shaded vertical column wins the game. ***The word in vertical column:*** **Reading habit** **Lead-in:** - When do you often read books? - What kind of books do you read? We'll talk about the reading habits in today's lesson.	**6 mins**
2. Pre-speaking	**Pre-teaching vocabulary** (Ask Ss to give the Vietnamese equivalent of the words in the word grid) 1. **science fiction** ['saiəns 'fikʃn] (n) (translation): truyện khoa học viễn tưởng 2. **romance** [rou'mæns] (n) (translation): truyện tình 3. **thriller** ['θrilə] (n) (translation): truyện ly kỳ 4. **fiction** (n) (translation): tiểu thuyết hư cấu 5. **craft book** [krɑ:ft buk] (n) (translation): sách dạy thủ công 6. **witch** ['witʃ] (n) (picture): mụ phù thuỷ 7. **wizard school** ['wizəd sku:l] (n) (translation): trường phù thuỷ **Sentence completion** - Tell Ss to work in pairs to complete the conversations 1 and 2 (task 1, task 3, p. 122) - Call on some Ss to give their answers. - Check the answers with the whole class.	**9 mins**

3. While-speaking	**Activity 1: Drilling** - Ask Ss to work in pairs to practise reading the conversations 1 and 2. **Activity 2: Dialogue building** - Ss work in pairs to ask and answer about each other's habit of reading books, using the questions in the conversation 1. - Invite some pairs to act out their dialogue. - Make comments. Example: ***A:** What kind of books do you like to read?* ***B:** Well, I like reading all kinds of books, especially thrillers and detective stories by Arthur Conan Doyle.* ***A**: How do you often read books?* ***B**: I often read different kinds of books in different ways. If it is a book on the subject that I'm interested in, I'll read it slowly and carefully.* ***A**: How often do you read books?* ***B**: I often read books in my free time and before bedtime.*	**18 mins**
4. Post-speaking	**Discussion** - Put Ss in small groups of four or five. - In groups, Ss express their opinions about the main characters (their qualities or their most striking features) of the book they've just read. - Invite some groups to report the results to the class. - Give feedback and make comments. **Variations** - Tell Ss to work in small groups to discuss the question **"Why do you read books?"** - Invite groups' opinion and make comments. ***Suggested ideas:*** - *to get a better understanding of what we learn.* - *to improve our knowledge.* - *to relax our mind.* - *to get through the most tedious moment of life.*	**11 mins**

5.Home-work	**Writing** - Ask Ss to write a few sentences to answer the questions: **“Do you like reading books? Why or why not?”**	**1 min**

Appendix: Word grid

1				S	**T**	O	R	Y						
2				P	**I**	C	T	U	R	E				
3	T	E	X	T	**B**	O	O	K						
4		R	O	M	**A**	N	C	E						
5				T	**H**	R	I	L	L	E	R			
6		S	O	N	**G**									
7					**N**	O	V	E	L					
8				F	**I**	C	T	I	O	N				
9					**D**	I	C	T	I	O	N	A	R	Y
10			C	R	**A**	F	T							
11		S	C	I	**E**	N	C	E						
12	B	I	O	G	**R**	A	P	H	Y					

1. A s.......... book is a book of stories for children.
2. A p .... book is a book for children with pictures.
3. A **t** .... is a book that you use to study and to help you understand the subject.
4. If you enjoy reading stories about love affairs, a **r**............ is the right book for you.
5. If you like books with an exciting story especially about crime or spy, read a **t**.......
6. A **s**........... book is a book of songs.
7. A **n**........... is a story long enough to fill a complete book, in which characters and events are usually imaginary.
8. **F**............ books tell stories from the other's imagination.
9. A **d**.............is a book that gives lists of words and their meanings.
10. If you want to learn how to knit or work with wood, you should buy a **c**.......... book.
11. A **s**........... fiction is a type of book that is based on imagined scientific discoveries of the future.
12. A **b**............ is about a person's life written by someone else.

UNIT 11 BOOKS

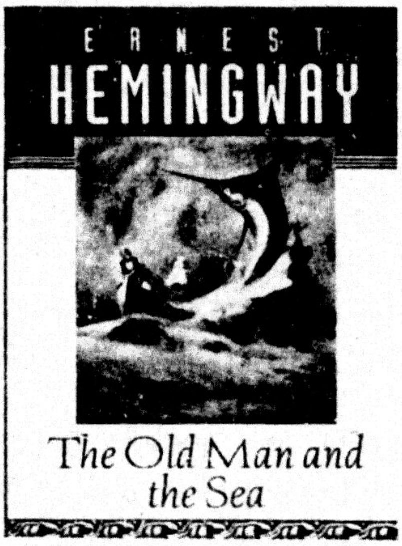
LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for general information.
- listen for specific details.

Teaching aids: CD player, realia, handouts.

PROCEDURE

Stages	**Activities**	**Timing**
1. Warm-up	**Game: What's in a book?** - Break Ss into 6 groups. - Show Ss a book covered with a newspaper. - Read out some information about the book as clues (the main characters, content, author...) and ask Ss to guess what the title is. - The first group to speak out the title of the book is the winner. - Let Ss start the game and congratulate the winner.  ERNEST HEMINGWAY The Old Man and the Sea **Here are the clues:** 1. It is a novel written in Cuba in 1951. 2. The story describes the heroic struggle between an old Cuban fisherman and the greatest catch of his life. 3. The name of the fisherman is Santiago.	**3 mins**

	4. The book is one of Ernest Hemingway's most famous works. Expected answer: **The Old Man and the Sea** **Lead-in:** - Have you ever read that novel? - What's your opinion about the book? In today's lesson, you will listen to a woman talking about the book that she has just read.	
2. Pre-listening	**Pre-teaching vocabulary** 1. **incredible** [in'kredəbl] (a) (synonym): unbelievable (không thể tin được) 2. **wilderness** ['wildənis] (n) (explanation): a desert or other area of natural land which is not used by people (vùng hoang dã; vùng bỏ hoang) 3. **survive** [sə'vaiv] (v) (definition): continue to live or exist (tồn tại) 4. **reunite** [,ri:ju:'nait] (v) (explanation) (usually passive): bring two or more people together again after they have been separate for a long time. (sum họp) + to reunite sb/sth with sb/sth (làm cho ai, cái gì lai đến với nhau) 5. **distinct** [dis'tiŋkt] (a) (synonym): clearly different (khác nhau; khác biệt) 6. **faithful** ['feiθful] (a) (explanation): staying with or supporting a particular person; loyal (trung thành) + be faithful to sb/sth: trung thành với ai/cái gì **Checking: Slap the board** - Put the words which have been taught into circles on the boards. - Call on some Ss to go up facing the board. - Speak out the definition, synonym or Vietnamese meaning of the words, one by one. - Ss listen and slap on the correct word each time they hear it.	**9 mins**
3. While-listening	**Activity 1: Multiple choice** (Task 1, p.123) - Ask Ss to listen and circle the correct answer A, B, or C to complete the sentence.	**20 mins**

	- Call on some Ss to give the answers. - Invite class opinions and give feedback. **Expected:** 1. B 2. C 3. B 4. A 5. A **Activity 2: Gap- fill** (Task 2, p. 124) - Get Ss to listen and fill in each gap in the passage with a word they hear. - Tell Ss to compare the answers in pairs. - Check with the whole class. **Expected:** 1. family 2. strength 3. humans 4. journey 5. pet	
4. Post-listening	**Discussion** - Tell Ss to work in pairs to ask and answer the question **"Would you like to read the book or wouldn't you? Why or why not?"** - Call some pairs to act out their conversation. - Give feedback and make comments. Example: *A: I'd like to read the book because I like animals.* *B: I'd like to read the book because I want to know about animals' life.*	**12 mins**
5. 5. Home-work	**Writing** - Ask Ss to write a short paragraph about the importance of reading books.	**1 min**

UNIT 11 BOOKS

WRITING

Aims: By the end of the lesson, students will be able to:

- write complete sentences, using the prompts given.
- write a book report.

Teaching aids: handouts, pictures.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Phrases and Places** - Arrange Ss to work in groups of four or five. - Handout the copies to Ss. (see Appendix) - Tell Ss to read the common phrases and match them with the correct places. - When they have finished, they find the letters in O reveal a noun phrase. - The first group to finish the match-up and speak out the phrase is the winner. **Expected answer**: **BOOK REPORT** 1.b. 2. k 3. g. 4. d 5. f 6. e 7. h 8. c 9. i 10. a L I **B** R A R Y Z **O** O C L A S S R **O** O M B A N **K** F A **R** M H O T **E** L A I R **P** O R T P O S T **O** F F I C E R E S T A U **R** A N T P H O **T** O S H O P **Lead-in:** - Have you ever written a book report? - Do you know how to write it? That is the focus of our lesson today.	4 mins

2. Pre-writing	**Pre-teaching vocabulary** 1. **crane** [krein] (n) (picture): (con sếu) 2. **leukaemia** [lju:'ki:miə] (n) (explanation): a serious disease in which too many white blood cells are produced, causing weakness and sometimes death. (bệnh máu trắng) 3. **survivor** [sə'vaivə] (n) (context): (người sống sót) Example: All the passengers and the crew died. There were no survivors of the plane crash. 4. **tragedy** ['trædʒədi] (n) (situation): (bi kịch) -"Romeo and Juliet" is one of the most famous tragedies………. of William Shakespeare. 5. **plot** [plɔt] **(**n) (explanation): the series of events which form the story of a novel, play, film/movie… (cốt truyện) **Eliciting the outline of a book report** 1. ***General introduction*** *(what is the title of the book? who is the author? What type of the book is it?/why did you choose that particular book?)* 2. ***Summary of the book's content*** *(where is the book set?/what is the main theme of the story?/who are the main characters?/what is the plot of the story?)* 3. ***Conclusion*** *(what is your opinion of the book?/would you recommend it to others?)*	**10 mins**
3. While-writing	**Prompt- based writing** - Arrange the class into small groups of four or five. - Deliver the handouts with the prompts to the groups. - Tell Ss to use the prompts given to write the complete sentences. - Move around the class to control and give help where necessary. - Call on Ss to write the sentences on the board. - Tell Ss to correct the mistakes. - Encourage Ss to give opinions. - Give feedback.	**20 mins**

	1.The book/I recently read / Sadako and the Thousand Paper Cranes/ based /the life/ a real little girl /live /Japan /from 1943 to 1945 *2. 6 August 1945/atomic bomb/explode/Hiroshima/Japan* *3. One/survivors/two-year-old girl/Sadako Sasaki* *4. 10 years later /she /fall ill /leukaemia* *5. As /she /become sicker /remember /old legend* *6. If /a sick person /fold/ ten thousand paper cranes/God make /well again* *7. Sadako/start /fold /but /die /when /not finish/work* *8. After that/her classmates/publish/a book of letters/Sadako/ write /tell /her wish /peace* *9. As/story/Sadako/ spread/ paper cranes/become known/ symbol of peace* *10. The story /speak /young readers/tragedy of Sadako's death/ and make /universal statement /peace in the world* **Expected:** The book I have recently read is "Sadako and the Thousand Paper Cranes", which is based on the life of a real little girl who lived in Japan from 1943 to 1955. On 6 August 1945, an atomic bomb was exploded over Hiroshima, a city in Japan. One of the survivors was two-year-old Sadako Sasaki. But ten years later, Sadako fell ill with leukaemia. As she became sicker, she remembered an old legend. If a sick person folded thousand paper cranes, the God would make him well again.Sadako started to fold paper cranes but she died when she hadn't finished her work. After that her classmates then published a book of the letters which Sadako had written to tell them about her wish for peace. As the story of Sadako has spread, the paper crane has also become known around the world as a symbol of peace. The story speaks to young readers of the tragedy of Sadako's death and makes a universal statement for *peace in the world.*	
4. Post-writing	**Speaking** - Get Ss to work into pairs to talk about the story of Sadako, based on the writing they have made.(or the book they have just read, based on the outline). - Call on some Ss to tell the story.	**10 mins**

	- Make corrections where needed and comments.	
5.Home-work	**Writing** - Get Ss to write a report on the book they have read recently.	**1 min**

Appendix: Phrases and Places

1. Quiet, please. People are reading.
2. Don't feed the lions.
3. Turn to page 109.
4. Would you like to open a saving account?
5. The corn will be ready for harvest this week.
6. Is that for one night or two?
7. May I see your boarding pass?
8. This should take about a week by air.
9. Our Sunday breakfast is $9.95
10. What size prints do you want?

a.

P	H	O	**T**	O	S	H	O	P

b.

L	I	**B**	R	A	R	Y

c.

P	O	S	T	**O**	F	F	I	C	E

d.

B	A	N	**K**

e.

H	O	T	**E**	L

f.

F	A	**R**	M

g.

C	L	A	S	S	R	**O**	O	M

h.

A	I	R	**P**	O	R	T

i.

R	E	S	T	A	U	**R**	A	N	T

k.

Z	**O**	**O**

UNIT 11 BOOKS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:
- practise making the stress.
- use modals in passive voice.

Teaching aids: handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm - up	**Rhythm** (see *Language Focus –Pronunciation-* Unit 10) - Read the sentences on page 126 (textbook) and tell Ss to listen and underline the stressed syllables in the sentences. - Check the answers with the class. 1. **Why** did you be**have** like **that**? 2. **Come** for a **swim.** 3. I **think** it will be **fine.** 4. She's **gone** for a **walk** in the **park**. 5. I **wonder** if he'll **ever** come **back**.	10 mins
2. Pronunciation	**Practice** - Tell Ss to give rhythm of the sentences on page 126 by marking the primary stress over the main stress syllables in pairs. - Check the answer with the whole class. - Call on some Ss the read the sentence, paying attention to the stressed syllables. 1. **Pendlebury's coming** in a **minute** if he **can.** 2. **Come** and **see** us at our **new apartment**. 3. **Where's** your **new apartment**? **Is** it in **another district**? 4. **Why** was he **trying** to em**barr**ass me? 5. **Probably** he **wanted** you to **notice** him.	
3. Grammar	**Modals in Passive Voice** (see Language Focus- Grammar- Unit 4) **Game: Finding missing items** - Divide the class into small groups of four or five. - Handout the copies of the following (see Appendix) - Ask Ss in each group to decide which item from the box has been missed out from each headline. - The first group to have correct answers wins the game. - Congratulate the winner.	34 mins

	Expected: 1. were 2. will be 3. are 4. has been 5. was 6. have been	
Presentation	- Get Ss to recall the passive form of modals. **must/can/may/will…+ be + past participle** Example: This report **must be finished** today.	
Practice	**Activity 1 / Activity 2** - Tell Ss to do exercise 1 and 2 on the pages 126 and 127 in their textbooks. - Call on Ss to write their answers on the board. - Go over the answers with the class. **Expected:** **Exercise 1, p. 126** 1. An assignment on the Philippines was given to Marla yesterday. 2. The paper is printed every day. 3. Some new airports on islands will be constructed. 4. Before, Lautan could only be reached by ferry. 5. The Channel between France and England has been operated for several years. 6. This promise might be fulfilled by the new president as quickly as people would like. 7. Every morning, I am woken up at five by the alarm clock. 8. When I came home, the kitchen floor was being cleaned by her. 9. Tomorrow, I'm going to have the locks on the door changed. 10. Gradually, the mystery is going to be found out. **Expected:** **Exercise 1, p. 127** 1. will be prepared 2. Is food going to be cooked…? 3. will be pre-packaged 4. can be warmed 5. should food be chosen? 6. have to be offered 7. could be selected 8. ought to be made	
4. Home-work	**Sentence transformation** **Rewrite each sentence so that it contains the words in capital.** 1. We believe that the government has prepared a plan.	**1 mins**

HAVE

2. In the end I was unable to find a garage to service my car.

GET

3. They have found the remains of an old Roman villa nearby.

DISCOVERED

4. Jill's parents are making her study hard.

MADE

5. You'll get a rise in salary after six months.

RAISED

Key:

1. The government is believed to have prepared a plan.
2. In the end I was unable to get my car serviced.
3. The remains of an old Roman villa have been discovered.
4. Jill is being made to study hard by her parents.
5. After six months, your salary will be raised.

Appendix

Decide which item from the box has been missed out from each headline

will be	**were**	[✓ **have been**]	**are**
was	**have been**	**has been**	

Example:

Depression hits town.100 people _______ sacked

1. **Road deaths last year.184 people ___ __ killed**

2. **Get your petrol now! Prices _______ increased tonight!**

3. **Act today to protect your world. Over 1,000 dolphins ________ killed every day.**

4. **Shock decision! Peter Jones _________ elected chairman. Council members fear great changes.**

5. **Company workers angry at secret sale. Workers claim company ______ sold to overseas buyer last year.**

6. **Frog stops planes. All major airports _______ closed since 5pm today.**

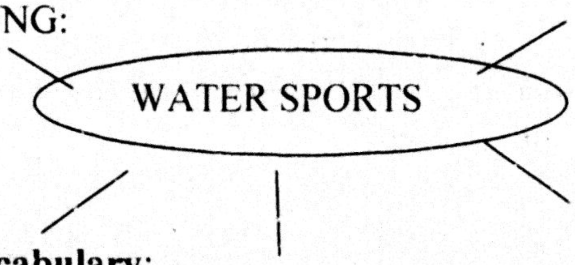
READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about water sports.
- guess the meaning in context.

Teaching aids: pictures, handouts.

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1.
Warm-up</td><td>Game: CROSSWORDS
- Divide the class into two groups: Tiger and Bear
- Show the crosswords on the board and ask each group to choose a number randomly. Teacher gives the cues for each number. Ss guess what the word is.
- Award one point to the group who can guess the word correctly.
- The group with more points is the winner.
These are the words to guess:
<table>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td>S</td><td>W</td><td>I</td><td>M</td><td>M</td><td>I</td><td>N</td><td>G</td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td>B</td><td>A</td><td>S</td><td>E</td><td>B</td><td>A</td><td>L</td><td>L</td></tr>
<tr><td>3</td><td></td><td></td><td></td><td>F</td><td>O</td><td>O</td><td>T</td><td>B</td><td>A</td><td>L</td><td>L</td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td><td></td><td></td><td>C</td><td>H</td><td>E</td><td>S</td><td>S</td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td>B</td><td>I</td><td>L</td><td>L</td><td>I</td><td>A</td><td>R</td><td>D</td><td>S</td><td></td><td></td><td></td><td></td></tr>
<tr><td>6</td><td></td><td></td><td>W</td><td>I</td><td>N</td><td>D</td><td>S</td><td>U</td><td>R</td><td>F</td><td>I</td><td>N</td><td>G</td></tr>
<tr><td>7</td><td></td><td></td><td>P</td><td>I</td><td>N</td><td>G</td><td>P</td><td>O</td><td>N</td><td>G</td><td></td><td></td><td></td></tr>
<tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td>G</td><td>O</td><td>L</td><td>F</td><td></td><td></td><td></td><td></td></tr>
<tr><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td><td>R</td><td>U</td><td>G</td><td>B</td><td>Y</td><td></td><td></td></tr>
<tr><td>10</td><td>B</td><td>A</td><td>D</td><td>M</td><td>I</td><td>N</td><td>T</td><td>O</td><td>N</td><td></td><td></td><td></td><td></td></tr>
<tr><td>11</td><td></td><td>W</td><td>A</td><td>T</td><td>E</td><td>R</td><td>S</td><td>K</td><td>I</td><td>I</td><td>N</td><td>G</td><td></td></tr>
</table>
Cues:
1. Boys have to wear trunks, girls have to wear a bath suit to do this.
2. A game played in the US by two teams of nine players, using a bat and ball.
3. It is the most popular sport in the world.
4. There is a Queen, a King, a castle … in this game.
5. A game for two people played with long sticks and three balls on a long table covered with green cloth.
6. The synonym of board- sailing.
7. Another name of table tennis.</td><td>10 mins</td></tr>
</table>

	8. A game played over a large area of ground using specially shaped sticks to hit a small hard ball into a series of 9 or 18 holes. 9. A game played by two teams of 13 or 15 players using an oval ball. 10. A game like tennis played by two or four people, usually indoors. 11. An activity which involves being pulled through the water by a fast boat. **Lead-in:** What is the vertical word? Key: Water sports Which of the games or activities above are water sports? Key: swimming, water skiing. Today you are going to learn about Water Sports.	
2- Pre-reading	Pre questions: Can you name the sport in the picture? Key: Water polo Where is it played? How do people play it? Which other water sports do you know? BRAINSTORMING:  **Pre-teaching vocabulary**: 1. **vertical post**: (picture) - cột dọc 2. **crossbar**: (picture) - cột ngang 3. **advance** (v): move forward (synonym) 4. **interfere with sth** (v): prevent something from succeeding –can thiệp (explanation) 5. **punch** (v): (using action) đấm **Checking: R.O.R**	6 mins
3. While-reading	**Activity 1: Matching** Ask Ss to work in pairs to match the words in column A with the meanings in column B. Answer Key: A B 1- sprint [sprint] - to swim very fast for a short distance. 2- opponent [ə'pounənt]- someone who tries to defeat another person in a competition.	18 mins

	3- penalize ['pi:nəlaiz]- to punish a team or player who breaks the rules. 4- eject [i:'dʒekt] - to make someone to leave a game. 5- foul [faul] - an action in sports that is against the rules 6- tie (n): a situation in a game when two teams have the same scores **Activity 2: Questions and answers** (Task 2, page 129) - Ask Ss to work in pairs again to answer the questions in part 2, then check their answers together. - Call on some Ss to answer the questions in Task 2. - Ask some more Ss to repeat the questions without looking at the passage. Suggested answers: 1. Where can people play water polo? People play it in a pool. 2. Where is the ball when the game starts? It is in the center of the pool. 3. How can the ball be advanced? The ball can be advanced by passing with one hand or swimming with the head above the water and the ball between the arms so it rides on the wave created by the swimmer's head. 4. Which players are allowed to hold the ball with both hands? Only the goalie can hold the ball with both hands. 5. What happens to the player who commits five personal fouls? The player is ejected after committing five personal fouls. 6. How long does a game of water polo usually last? A game is divided into quarters ranging from five to eight minutes in length, depending on the level of play.	
Post-reading	**Activity 3: Gap –fill** (Task 3, page 130) Ask Ss to work in pairs and complete the sentences using the information from the passage. Suggested answers: 1. 1,8 ; 30 metres ; 20 metres 2. white caps; blue caps; red caps with the number 1 in white 3. their own goal lines	10 mins

	4. holding or punching the ball 5. five to eight minutes **Discussion**: - Divide the class into groups of four. - Ask each group to make a comparison between water polo and football, using the suggestions below. + Places to play + Number of players + The main rules + Length of time **Suggested ideas**: + People play it in a stadium. + There are 10 players per team and a goal keeper. + A game played by two teams of eleven players, using a round ball that must not be handled during the game except by the goalkeeper. The ball can be advanced by kicking up and down the playing field (the pitch). Teams try to kick the ball into the other team's goal. + 45 minutes for the first half and 45 minutes for the second half. There is a 15 minute break between the two halves.	
5. Home-work	Ask Ss to write a paragraph about football.	1mins

UNIT 12 SPEAKING WATER SPORTS

Aims: By the end of the lesson, students will be able to:

- understand and talk about other forms of water sports.
- give their own opinions about water sports.

Teaching aids: hand-outs, pictures.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Name the sports** Divide the class into four groups. Deliver a piece of paper to each group. Ask them to write down as many words of sports as possible- (limit	**4 mins**

	the time in one minute) Ss show their paper on the board. The group which has more words will win the game.	
2. Pre-speaking	**Lead-in**: *How many words are about water sports? Today, you are going to talk about some types of water sports.* *What are the games in the pictures? Match the pictures with the names of the games.*	**1 mins**
	Expected answers: 1. Swimming 2. Water polo 3. Synchronized swimming 4. Windsurfing 5. Scuba diving 6. Rowing **Useful words and expressions:** Elicit some useful words and expressions to express how to play a game. 1. **synchronized swimming** ['siηkrounaizd'swimmiη] (n) bơi nghệ thuật 2. **cuba diving** ['sku:bə ,daiviη] (n) việc lặn có mang bình khí ép 3.**oars** [ɔ:(r)] (n) mái chèo (drawing) 4.**air tank**: bình dưỡng khí (picture) 5.**regulator** ['regjuleitə] (n) (translation) + a pressure temperature regulator: bộ điều hoà áp suất 6. **fins** [fin] (n) chân nhái, vây (drawing) 7. **mask** [mɑ:sk] (n) mặt nạ (drawing) Water polo is played with … It is played with…	**7 mins**
3. While-speaking	**Activity 1: Gap --fill** - Ask Ss to work in pairs (books closed). - Deliver the hand- outs to each pair. - Ss ask and answer the questions to fill in the gaps. Suggested questions: Where is it played? What equipment is required to play it? How many people are there in each team? Is it played individually or in a team?	**22 mins**

Student A

Type of sport	**Place**	**Equipment required to play with**	**Number of players/ participants**
Water polo	pool	ball	team
Rowing	sea, lake, river	boat, oars	individually, team
Windsurfing			
Scuba-diving			

Student B

Type of sport	**Place**	**Equipment required to play with**	**Number of players/ participants**
Water polo			
Rowing			
Windsurfing	sea, lake	board, sail	individually
Scuba-diving	sea	air tank, regulator, wet suit, mask, fins	pairs, team

Feedback: Ask Ss to compare their answers.

Activity 2: Group work

- Ask Ss to work in groups of four, in turn talking about one of the four games, using the information in the table.

For example:

+ Water polo is played in a pool. It is played with a ball and people play it in a team.

+ Windsurfing is played in the sea. It is done with a board and people go windsurfing individually.

...

	- Go around to control and give help if necessary. - Jot down some mistakes Ss have made for later correction. - Call on some Ss to present their ideas. - Give feedback and comments. **Activity 3**: Group work Ask Ss to express their preferences **Example:** **Student 1:** I prefer scuba - diving to water polo because it is adventurous . However, It can be dangerous because you can be easily attacked by sharks. **Student 2:** I prefer windsurfing to water polo because it is more interesting and exciting. However it can be more heart-stopping and dangerous.	**10mins**
4. Post-speaking	**Making posters** - Ask Ss to work in 4 groups. - Give each group a poster and a board marker. - In groups, Ss write about one game or activity they like best. - Ask them to mention the place, the number of participants, the equipment required to play with, and how to play the game. - Ask Ss to stick the posters on the board. - Invite representatives from the groups to report their ideas in front of the class. - Give feedback and make comments.	
5. Home-work	**Writing** - Ask Ss to write a short paragraph about a game, a sport, or an activity they do every day to keep fit.	**1mins**

UNIT 12 WATER SPORTS

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen to the passage and fill in the gaps about water sports.
- listen to some specific information.

Teaching aids: pictures, hand-outs.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: BINGO** - Ask Ss to write five water sports they enjoy doing most. - Listen to the teacher and tick the words they hear. If Ss have all the five words ticked first, they will win the game. Then say out "BINGO". **Suggested words**: Swimming- Water polo – Windsurfing – Rowing- Jet-skiing - Synchronized swimming - Sailing – Water skiing – Surfing- Body boarding- Water rafting	**5 mins**
2. Pre-listening	**Lead-in:** *Do you do any water sports?* *Are you good at swimming?* *What is the water sport in the picture?* *Is it played in a swimming pool or in the sea?* *Is it played with or without equipment?* *Is it played individually or in a team?* *Today you are going to listen for synchronized swimming.* **Pre-teaching vocabulary**: Ask Ss to listen and repeat chorally and individually. - synchronized swimming['siŋkrounaizd'swimmiŋ] (picture) - Annette Kellerman ['ænet 'keləmən] - Katherine Curtis ['kæθərin 'kə:tis] - Chicago Teacher's College - Wright Junior College - Amateur Athletic Union	**7 mins**

3. While-listening	**Activity1:** -Tell them they are going to hear a woman talking about Synchronized Swimming. Ask them to listen to the tape then circle the most appropriate option to complete the sentences. - Ask Ss to read the sentences in task 1 carefully and guess the answers before they listen to the recording (twice). - Ss compare their answers whether they have the same or different answers. - Ask Ss to say out their answers. Copy them on the board. Let them listen to the recording again and check their answers. Key: 1- B 2- C 3- A 4- B 5- A **Activity 2: Questions and answers** (Task 2, page 133) Ask Ss to work in pairs again. Read the questions aloud then ask Ss to listen and answer the questions. Play the recording twice. Check their answers together. Call on some Ss to say out their answers. 1. Who invented synchronized swimming? - The great Australian swimmer, Annette Kellerman did. 2. When did Katherine Curtis found a water ballet club? - She founded a water ballet club in 1923. 3. Who developed the rules for the competition of synchronized swimming? - Curtis did. 4. When did synchronized swimming first receive major publicity? - It received major publicity when AAU was founded on March 1, 1940. 5. When did synchronized swimming become an Olympic event? - In 1986 at the Los Angeles Games in 1984. Ask Ss to use the questions in task 2 to do the pair work. Ask some more Ss to repeat the questions without	**22mins**

	looking at the questions. Move around to give help if necessary.	
4. Post-listening	**Guessing the game** - Divide the class into groups of five or six. - Choose one of the sports to talk about. Try to give as much information on the game as possible. - The other groups guess the name of the sport. **Suggested ideas**: + It is the most popular sport in the world. + People often piay it in a field. + The game is played by two teams of ten players and a goalkeeper, using a round ball that must not be handled during the game except by the goalkeeper. The ball can be advanced by kicking up and down the playing field (the pitch). Teams try to kick the ball into the other team's goal. **Key: Football**	**10mins**
5. Home-work	Ask Ss to write a short paragraph about the game they like best.	**1 minute**

UNIT 12 WATER SPORTS

WRITING

Aims: By the end of the lesson, students will be able to:
- understand the instructions.
- write instructions on how to play a game.

Teaching aids: Paper and markers.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Hot Seat** - Divide the class into two groups: Tom and Jerry - Choose two representatives from the two groups to sit in the 'hot seats' in the front with their backs to the board. - Write a word on the board and ask the groups to explain, describe or define the word in any ways so that	**7 mins**

	their team mates in the 'hot seats' can speak out the word. - Award one point to the fastest group to succeed in guessing the word. - The group with more points is the winner. - These are the words to guess: Swimming- Water polo – Windsurfing – Rowing- Jet-skiing - Synchronized swimming - Sailing – Water skiing – Surfing **Lead-in:** - *Today, we'll learn how to write instructions for an activity.*	
2. Pre-writing	**1. Chatting:** - Do you like swimming? - Where do you often go swimming? - How long can you swim? - Do you do warming up exercise before swimming? - What exercise do you often do? How do you do it? **2. Pre-teaching vocabulary**: 1. **fingertips** ['fiŋgətip](n) đầu ngón tay.(realia) 2. **apart** (adv): separately , not together(synonym) 3. **bend** (v) to lean in a particular direction (mime) **Checking:** Vietnamese- English. T. says out Vietnamese words, Ss say out the English words. **3. Grammar Focus:** using positive commands to give instructions. For example: Stand with your feet apart. Raise your hands above your head.	**5 mins**
3. While-writing	**Activity 1: Matching** Ask Ss to work in pairs. Read the sentences carefully and match an appropriate action with a sentence. Ask Ss to compare their answers together then say them out. Answer Key: 1- B 2- D 3- A 4- C In pairs again, let Ss look at the pictures then say out the instructions.	**22 mins**

	Activity 2: Group work - Ask Ss to work in groups of four. Tell them to look at the pictures and the cues then give the instructions on each action. Ss write the instructions individually. **Suggested answer:** *Stand with your feet apart. Raise your hands above your head. Bend forward, fingertips touch the ground. Then bend again, fingertips touch the ground between the feet. Finally push each arm back to the first position.* - Ask Ss to exchange their writings. Tell Ss in each group to read and make corrections if needed and choose the best one.	
4. Post-writing	**Making a poster** - Divide the class into four groups. - Give each group a poster and a board marker. - Choose a representative from each group to be a secretary. - Each group writes **instructions** on how to do **daily morning exercise.** - Move around the class to control and give help if needed. - Stick their posters on the board. - Give feedback and make comments.	**10 mins**
5. Home-work	- Ask Ss to write the instructions on how to play a game you know very well and prepare the Language focus.	**1 mins**

UNIT 12

WATER SPORTS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- pronounce correctly the elisions in a sentence.
- distinguish the difference between transitive and intransitive verbs.

Teaching aids: pictures, handouts, flipcharts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Obeying instructions** - Divide the class into two groups: A and B - Invite some volunteers from each group to the front of the class. - Tell them they have to obey and follow the opponent's instructions on how to do morning exercise. - The group that has the suitable actions for the instructions will win the game.	**5 mins**
Pronunciation	- Hang on a flipchart with the words potato tomato canary today tonight police correct perhaps - Tell Ss to pronounce the words. Check if they are pronounced correctly. - Ask Ss to look at the chart and elicit the pronunciation of the elision. **- What is elision?** + Elision [i'liʒn] (n) the act of leaving out the sound of part of a word when you are pronouncing it. **+ The rules of elision:** i) Loss of weak vowel after p, t, k Example: potato [p'teitou], tomato [t'mɑ:tou] Canary [k'neəri], perhaps [p'hæps], today [t'dei] ii) Weak vowel + n, l or r Example: tonight [tə'nait] police [pə'li:s] correct [kə'rekt]	**5 mins**

<table>
<tr><td></td><td>iii) Avoidance of complex consonant clusters
Example: acts [æks]
looked back [luk bæk]</td><td></td></tr>
<tr><td></td><td>**Practice:**
- Read the words on page 135 and ask Ss to repeat.
- Ask Ss to work in pairs to underline the elision in each word.
- Practice reading the sentences in their textbooks on page135.
- Call on some Ss to read the sentences aloud.
- Make correction if needed.</td><td>**5 mins**</td></tr>
<tr><td>**3. Grammar**

Presentation</td><td>**Transitive and Intransitive verbs**
- Hang on the posters with the following word
<table>
<tr><td>sleep</td><td>read</td><td>write</td><td>lie</td><td>meet</td><td>occur</td></tr>
<tr><td>die</td><td>help</td><td>arrive</td><td>rain</td><td>exist</td><td>climb</td></tr>
</table>
- Ask Ss to work in pairs, putting the verbs into two columns.
<table>
<tr><th>Transitive verbs (Vt)</th><th>Intransitive verbs (Vi)</th></tr>
<tr><td></td><td></td></tr>
<tr><td>Expected answer:
read meet
write help
climb</td><td>Expected answer:
sleep occur
lie arrive
rain die
exist</td></tr>
</table>
- Elicit the difference between transitive and intransitive verbs .
- Invite some Ss to give the answers.
- Check with the whole class.
* Transitive verbs: a verb used with a direct object.
Example: She wrote a letter.
transitive direct object
* Intransitive verbs: a verb used without a direct object.
Example: He died suddenly.
intransitive verbs</td><td>**10 mins**</td></tr>
<tr><td>**Practice**</td><td>**Activity 1:** Exercise 2- page 136
- Ss work in pairs to decide which verbs are transitive and intransitive.
- Go over the answers with the whole class.</td><td>**9 mins**</td></tr>
</table>

Production	- Check if they are right. Say why. - Make correction in pronunciation and stress if needed. Answer Key: 1- happened (Vi) 2- bought(Vt) 3- won (Vt) 4- won (Vi) 5- arrived (Vi) 6- are staying (Vi) 7- is blowing (Vi) 8- walked (Vi) **Activity 2:** (Exercise 3, p.137) - Get Ss to work in pairs to read the sentences and choose the sentences that have objects and then change them to the passive voice . - Check the answers with the whole class. - Ask some Ss to the board and write down the passive form of the sentences Key: 1. An will pay the bill →The bill will be paid by An. 2. Sue will come tomorrow. 3. The hotel supplies towels→Towels are supplied by the hotel. 4. Accidents happen every day. 5. Everyone noticed my mistakes.→My mistakes were noticed by everyone. 6. The train arrived at three. 7. The news didn't surprise me.→I wasn't surprised by the news. 8. Birds fly in the sky. 9. An old man told the story.→The story was told by an old man. **How paper is made.** Ask Ss to work in groups, using the cues to write the process of paper production. One representative of each group comes to the front of the class to present their writing. Cues: 1. Trees/ cut down. 2. They / take / paper mill. 3. Bark/ remove. 4. Wood/ break/ small chips.	**10 mins**

	5. Chips/ mix with water. 6. Mixture / make / pulp. 7. Chemicals and dyes/ add to the mixture. 8. Pulp / press / rollers to remove water. 9. Paper / dry / by hot rollers. 10. Rolls of paper / send / factories , newspaper offices, etc. Key: 1. Trees are cut down. 2. They are taken to the paper mill. 3. The bark is removed. 4. The wood is broken into small chips. 5. The chips are mixed with water. 6. The mixture is made into a pulp. 7. Chemicals and dyes are added to the mixture. 8. The pulp is pressed by rollers to remove water. 9. The paper is dried by hot rollers. 10. The rolls of paper are sent to factories, newspaper offices, etc.	
4. Home-work	-Ask Ss to review the whole text and prepare unit 13	**1 mins**

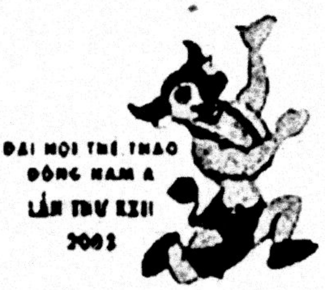
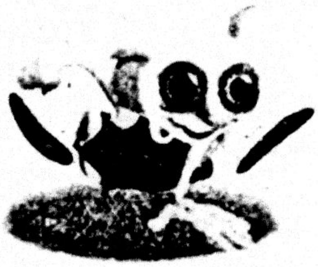
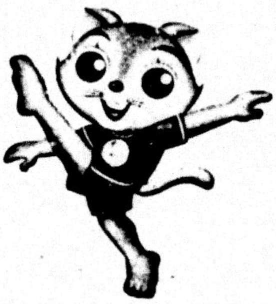
UNIT 13 THE 22ND SEA GAMES *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- understand the passage about the 22nd SEA Game.
- scan the passage to get some specific information.
- answer the questions about the text.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Kim's game** - Ss are going to work in two groups. (books closed) - Show pictures of the mascots from SEA GAMES in 30 seconds, then put them away. Ask Ss to write down the names of the mascots. - The group to show the right answers more quickly will win the game. - Check Ss' understanding of instructions. - Show the pictures again to check Ss' answers. Teacher declares the winner.  ĐẠI HỘI THỂ THAO ĐÔNG NAM Á LẦN THỨ XXII 2003   Key: 1- a buffalo 2- a monkey 3- a cat 4- elephants	**2 mins**

2. Pre-reading	**Lead-in:** Which mascot symbolized the 22nd SEA Games? Where did it take place? When? Key: 1. A buffalo- the mascot of the 22nd SEA Games , in Vietnam in 2003. 2. A monkey- the mascot of the 23rd SEA Games, in Philipines 2005 3. A cat - the mascot of the 24nd SEA Games, in Thailand 2007 4. Elephants - the mascot of the 25nd SEA Games-(in 2009 in Laos). **Brainstorming** ***1. What have you known about the 22nd SEA Games?*** - Elicit Ss' understanding about the 22nd SEA Games and note them on the board. Expected answer: -The 22nd SEA Games was held in Vietnam in 2003. - Vietnam won the most gold medals and came first in the 22nd SEA Games. - Thailand came second ***2. What do you want to know about it?*** - Ask Ss to make questions about the 22nd SEA Games that they want to know. Expected questions: - How many countries participated in the 22nd SEA Games? - Was there any new record made in the 22nd SEA Games? - Who won the gold football medal? - ....? *To answer these questions, today you are going to read a text about the 22nd SEA Games.*	**7 mins**
	Pre-teaching vocabulary: 1. **to compete** [kəm'pi:t] (v) try to be more successful or better than anyone else who is trying to do the same as you: đua tranh, ganh đua, cạnh tranh (explanation) + to compete against / with somebody in / for	**5 mins**

	something + to compete with someone in talent: đua tài với người nào 2. **reliable** [ri'laiəbl] (adj) = dependable: that can be trusted to do sth well; that you can rely on: chắc chắn, đáng tin cậy; xác thực (tin tức...) ≠ unreliable (adj) (explanation) 3. **precision** [pri'siʒn] (n)= accuracy (n) (synonym) sự đúng đắn, rõ ràng; tính chất chính xác; độ chính xác 4. **overwhelming** [ˌouvə'welmiŋ] (adj) very great or very strong: tràn ngập, quá mạnh, át hẳn 5. **rival** ['raivl] (n) to sb/ sth (for sth) a person, company or things that competes with another in sport/ business: đối thủ. **Checking: Gap – Fill** a. We are looking for someone who is .... and hard working . b. . The evidence against him was........................ c. He chose his words with............................. d. She has no .... in the field of romantic fiction. e. Several companies are .... with us for the contract. **Key**: a- reliable b- overwhelming c- precision d- rival e- competing	
3. While-reading	**Activity 1: Questions and answers** - Ask Ss to read the text silently then check if their understanding about the 22nd SEA Games is correct. - Check how many of their own questions Ss can answer from the content of the text. - Have them answer some more questions in task 3- page 140. Key: (see Teacher's book page 141) **Activity 2: Gap- fill (task 2 page 139)** - Ask Ss to scan the passage and fill in the gaps. - Check their answers with their partner.	**20 mins**

	- Call on some Ss to say the answers aloud. Key: 1. The 22nd SEA Games were held in Vietnam from the 5th to 13th December, 2003. 2. The results of competitions were reliable because modern technology was used to increase precision. 3. Thailand was ranked second with 90 gold medals. 4. Our strongest rival in Southeast Asia's Men's Soccer was Thailand. 5. A plan has been proposed for Vietnam to hold the Asia Sports Games at some point between 2010 and 2015. **Activity 3:** - Ask Ss to list all the games played in the 22nd SEA Games. - Ask Ss to guess the Vietnamese meaning of the words (page 139) 1. Người say mê thể thao 2. Khán giả 3. Sự khâm phục 4. Sự quyết tâm 5. Tóm lại là	
4. Post-reading	**Discussion**: (book closed) - Break the class into 6 groups. Each group talks about the 22nd SEA Games without looking back to the information in the text. Choose a representative to answer the other groups' questions. - The other groups make questions about the 22nd SEA Games - Give feedback and make comments.	**10 mins**
5. Home-work	- Ask Ss to write some ideas to answer the question: "What can you remember about the 22nd SEA Games?" - Tell Ss to search the Internet to get more information and answer their own questions that aren't mentioned in the passage.	**1 mins**

UNIT 13 THE 22ND SEA GAMES

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about some popular sports, their likes and dislikes of sports.
- talk about records the athletes made in the 22nd SEA Games.
- report the results of team sports.

Teaching aids: drawings, charts, hand-outs.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Brainstorming** - Divide the class into 4 groups. - Deliver a piece of paper and a marker to each group. - Tell them in one minute, try to write down as many words of sports they often watch in the SEA Games as possible. - After a minute, each group sticks their paper on the board. - Check the words, the spelling ...with the whole class. - Declare the winner. **Lead-in:** *Do you do any sports?* *Which sport do you like playing?* *Which sport do you like watching?* *Which sport do you hate playing or watching?* *Today, we'll talk about your likes or dislikes of sports and the records people made in the22nd SEA Games.*	**6 mins** **1 mins**
2. Pre-speaking	**Useful expressions** - Elicit some useful expressions to express likes and dislikes + *I'm crazy about*......................... + *I'm fond of*............................... + *I'm interested in*......................... + *I like*...................... *the best.* + *I quite like* .... +*I don't really like*......................	**7 mins**

	+ *I don't like……………………… at all.* + *I can't stand…………………….* - Elicit some useful expressions to talk about records and reports + *He ran 200metres in twenty point fourteen seconds.(20.14seconds)* + *She jumped seven point seventy six metres long.* + *Dannal defeated Febi six to two(6-2)* + *The result (score) was two to one (2-1)* + *Chelsea evened the score just after half time.* + *The final score was one nil.(1-0)*	
3. While-speaking	**Activity 1:** - Show the pictures on the board. - Ask Ss to work in pairs. Discuss and write down the names of the sports under each symbol. - Ask them to say out the names of the sports. - Check their answers Key: 1- football (soccer) 2- tennis 3- swimming 4- cycling 5- basket ball 6- running (athletics) - Put Ss into pairs to express their likes and dislikes about the sports above. Ask if they do any sports and how often they do sports. Ask them to say the reasons why they like or don't like the games. Example: *Do you do any sports?* *Which sport do you like doing in your free time?* *How often do you do sports?* *Which sport do you prefer? Why?* - Call on some Ss to answer the questions, using the useful expression to express their ideas. **Activity 2**: Reporting the records - Ask Ss to work in pairs. - Deliver the hand- outs to each pair.(see Appendix) - Tell them they have the same table but different information about some records at the 22nd SEA Games (Do not to show their hand- out to their	**20 mins**

partner)

- Ss make questions, listen to the answers from their partner and fill in the gaps.

Student A

Records of the 22nd SEA Games	
Athletics (Men's 200m)	
	Emi(Indonesia)2hours 52 minutes 28 seconds
Men's Long Jump	
	Ruphai (Thailand) 1.86m
Swimming (Men's 1500m)	
	Maria (Philippines) 1 hour 29 minutes 35 seconds
Tennis (Men's Singles)	

Student B

Records of the 22nd SEA Games	
	Boonthung (Thailand) 20.14 seconds
Women's Marathon (42km)	
	Amri (Malaysia) 7.76m
Women's High Jump	
	Yurita (Indonesia) 13 minutes 19.26 seconds
Cycling (Women's 25 km cross -country)	
	Dannal (Thailand) defeat Febi (Indonesia) 6-2, 6-1

Suggested questions and answers:

***St A**: Who won Athletics (Men's 200m) in the 22nd SEA Games? And How long did it take him to run 200metres?*

***St B:** Boonthung, the Thai, won the men's 200*

	metres. He ran 200 metres in 20.14 seconds. - When Ss finish, ask Ss to talk about one of the records in front of the class.	
4. Post-speaking	**Making a report** Ss work in groups. Make a report on the sport results, using the information in the Scoreboard. - Hang on the Scoreboard on the BB. - Ss work in their groups to report on the sport results. - Choose a representative to present the report in front of the class, using the information on the BB. - The others listen and give comments. Expected Answer: *1.Vietnam and Myanmar played in the Women's Football Final. The Vietnamese team won the gold medal. The result (score) was 2-1.* *2. Thailand and Malaysia played in the Women's Football third – place Play off. The Thai Team won the bronze medal.* *The result (score) was 6-1.* *3. Thailand and Vietnam played in the Men's Football Final. The Thai team won the gold medal. The result (score) was 2-4. Thailand and Vietnam played in the Women's Volleyball Final. The Thai Team won the gold medal. The result (score) was 3-0.*	**10 mins**
5. Home-work	**Writing** - Ask Ss to write the report on their notebooks and prepare for the next lesson.	**1 mins**

APPENDIX

Student A

Records of the 22nd SEA Games	
Athletics (Men's 200m)	
	Emi(Indonesia)2hours 52 minutes28 seconds
Men's Long Jump	
	Ruphai (Thailand) 1.86m
Swimming (Men's 1500m)	
	Maria (Philippines) 1 hour 29 minutes 35 seconds
Tennis (Men's Singles)	

Student B

Records of the 22nd SEA Games	
	Boonthung (Thailand)20.14 seconds
Women's Marathon (42km)	
	Amri (Malaysia) 7.76m
Women's High Jump	
	Yurita (Indonesia) 13 minutes 19.26 seconds
Cycling (Women's 25 km cross – country)	
	Dannal (Thailand) defeat Febi (Indonesia) 6-2, 6-1

UNIT 13 THE 22ND SEA GAMES

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen to the passage and answer the questions about some achievements from the winning players at the 22nd SEA Games.
- listen to some specific information.

Teaching aids: pictures

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Guessing words** - Divide the class into two groups. - Tell Ss that the T is thinking about a word. He or she will give them some clues about the word. - Each group has two chances to guess the word. The first group to give the correct answer will win the game. **What's this?** 1. This word is a name of a sport. 2. This sport can be done alone. 3. This sport needs to have a pole to do with. 4. To do this, you have to be very good at jumping. Key word: **Pole Vaulting** **Who are they?** 1. They played together in a team. 2. They successfully defended the SEA Games title in the 22nd SEA Games. 3. They were all girls or women, no men in their team. Key word: The Vietnamese Women's Football Team Declare the winner	**2 mins**
2. Pre-listening	**Lead-in:** *Do you like watching Pole Vaulting?* *Do you know anyone who did the Pole Vaulting in the 22nd SEA Games? Who won the gold medal of the Pole Vaulting?* *What do you know about the Vietnamese Women's Football team?* *Did these women work as full-time football players? If*	**5 mins**

	not, what did they do? *What do you think the players of Vietnamese Women's football team did after the22nd SEA Games?* *To know the answer, today we are going to listen to the articles about Pole Vaulting and the articles about these famous Vietnamese women .*	
	Pre-teaching vocabulary: Ask Ss to listen and repeat chorally and individually. 1. **to clear**(v): to jump over or get past sth without touching it. 2. **podium** ['poudiəm] (n) plural: podia, bậc đài vòng quanh một trường đấu (picture) 3. **milkmaid** ['milkmeid](n): người vắt sữa 4. **proposal** [prə'pouzl] (n) for sth/ to do sth/ that: a formal suggestion or plan: đề xuất đề nghị 5. **deal**(n) = an agreement: hợp đồng 6. **tempting** ['temptiŋ](adj) attractive: hấp dẫn, mời chào, cám dỗ, lôi cuốn, gây thèm + temptingly (adv) - temptingness (n) **Checking: R.O.R**	**5 mins**
3. While-listening	**Activity 1: Questions and answers** (Task 1, page 143) -Tell them they are going to listen to the first newspaper article about Amnat, the winner in the 22nd Southeast Asian Games Pole Vaulting, and answer the questions. - Ask Ss to read the sentences in task 1 carefully and guess the answers before the teacher plays the recording (twice). - Ss compare their answers whether they have the same or different answers. - Ask Ss to say out their answers. Copy them on the board. Let them listen to the recording again and check their answers. Key: 1- one 2-Thailand 3- 4,80m 4- No, he didn't **Activity 2: True or False** - Ask Ss to work in pairs again and read the statements in Task 2 carefully.	**22 mins**

	- Tell them they are going to listen to the second newspaper article about the players of Vietnamese Women's Football Team and decide whether the statements are True (T) or False (F). - Play the recording twice. - Ask Ss to check their answers together. - Call on some Ss to say out their answers. Answer Key: 1- T 2- F (when they retire) 3- T 4- T 5- T 6- F (She is short of money now, so the Vinamilk offer looks tempting to her.) - Ask Ss to use the questions in task 1 to do the pair work. - Ask some more Ss to repeat the questions without looking at the questions. Move around to give help if necessary	
4. Post-listening	**Discussion: Group work** - Ask Ss to work in their groups, choosing one of their favourite football players or athletes to talk about but do not say out his / her name . Try to give as much information about him / her as possible. The other groups guess who he / she is. Suggested ideas: - Male or female. - Where he / she from. - What he / she looks like. - What sport he / she plays. - What he / she is good at. - Which team he / she belongs to. - He / she has ever won a gold medal. - Etc…	**10 mins**
5. Home-work	-Ask Ss to write a short paragraph about their favourite football player / athlete on their notebooks.	**1 mins**

UNIT 13 THE 22ND SEA GAMES

WRITING

Aims: By the end of the lesson, students will be able to:

- use the words on football.
- describe a football match.

Teaching aids: Paper and markers.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Miming game** - Divide the class into two groups. - Each group nominates one representative. Write these activities on a piece of paper: * Swimming * Volleyball * Mountain-climbing * Playing computer games * Basketball * Badminton * Football - Ask each representative to mime the activities, and the members of his/her groups will have to guess what the activity is. The two representatives take turns to do the miming four times. The group which has more correct answers will win the game. Declare the winner	**5 mins**
2. Pre-writing	**Lead-in:** 1. *Which of the sports above you enjoy watching most?* 2. *Expected answer: Football* 3. *Do you ever watch a football match between your school's team and one of your neighbouring school's teams?* 4. *If yes, How did you feel? Did you report the football match to the other ones?* *In the lesson today, we'll learn how to describe a football match.*	**2 mins**

	Some useful languages: - players / captain / defenders / strikers / goalkeeper / forwards/ referee / midfield players. - spectators / opponents - center spot / center circle /penalty area/ goal / goal area - in the first half/ in the second half. - keep the ball away from the goal. - by a combination of passing and dribbling… - give a kick (shot) straight into the goal - save a short struck at close range. - score a goal/ make a goal against… - Jump up and chee - … **Checking:** Vietnamese- English. T. says out Vietnamese words, Ss say out the English words.	**5 mins**
3. While-writing	**Activity 1: Ordering** - Tell Ss they are going to write a description of a football match between their school's team and one of the neighbouring schools' teams. - Ask Ss to work in pairs. Read the questions describing the match and put them in the suitable sections. - Ask Ss to compare their answers together then say them out. Answer Key: SECTION **1. Introduction:** - Why was the football match held? - What teams took part in the match? - When and where did the match take place? **2. Details of the match:** - What was the weather like on that that day? - How did each team play in the first half? / second half? - What was the spectators' attitude? - Which team played better? - Who scored a goal? **3. Conclusion:** - What was the result? - What did you think about the game?	**22 mins**

	Activity 2: Pair work 5. Ask Ss to work in pairs. Tell them to ask and answer the above questions about a football match Ss have watched recently. 6. Move around to give help if necessary. **Activity 3:** - Divide the class into four groups. - Give each group a piece of paper and a board marker. - Choose a representative from each group to be a secretary. - Each group writes a description of a football match between their school's team and one of the neighbouring schools' teams/ or the match they have seen recently. **Suggested answer:** To celebrate Uncle Ho's birthday, our School's Football Team played a friendly football match with the Le Quy Don School's Team last week in our school's pitch. It was an ideal day. The weather was sunny but not very hot. The stand was full of enthusiastic spectators. Everybody looked eager to watch the match. In the first half, the visiting team played well. In the second half, we played better… ……………………………	
4. **Post-writing**	**Correction** -Ask Ss to stick their posters on the board. - Let them give feedbacks and make comments. - Teacher corrects Ss' mistakes and declares which poster is the best.	**10 mins**
5. **Home-work**	-Ask Ss to write a description of a football match between the Vietnam team and a visiting team that has impressed Ss most.	**1 mins**

UNIT 13 THE 22ND SEA GAMES

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- focus on pronunciation: linking.
- write double comparative sentences.

Teaching aids: pictures, handouts, flipcharts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Miming the actions** - Divide the class into two groups. Each group chooses a representative. - Write each action on a piece of paper: **stand up, take off your coat, put on your hat, look at the board, turn off the lights, turn on the fan...** - Ask each representative to mime these actions, and the members of his/her groups will have to guess and say out what the action is. The two representatives take turns to do the miming. The group which has more correct answers will win the game. **Lead- in:**	**5 mins**
2. Pronunciation	- Ask Ss to pronounce the words again, noticing the linking sound between an ending consonant and a beginning vowel. Example: look at take off □ □ - Model and ask Ss to repeat the sentences chorally then individually. - Check if Ss pronounce the words correctly. - Ask Ss to practise the sentences in pairs - make sure they link the words together. See sentences on page 145	**7 mins**

3. **Grammar**	- Ask Ss to work in pairs, looking at the table on page 146. - Tell them to match a line in A with a line in B to make meaningful sentences.	**22** **mins**
Presentation	- Ask them to read the sentences aloud and check if they are right or wrong. - Key: **1- c 2- e 3- a 4- b** **5-d 6-g 7- f** - Elicit the form of the sentences. **1) Structure 1**: Comparative + and + Comparative ***Short adjectives**: harder and harder, bigger and bigger, better and better… ***Long adjective**: more and more difficult, more and more expensive … **Use: We repeat comparatives to say that something is changing continuously.** **Example:** It's becoming harder and harder to find a job. It's becoming more and more difficult to find a job. Your English is improving. It's getting better and better.	
Practice	**Practice:** Exercise 2- page146 – Ask Ss to complete each of the sentences, using the structure above with the words in brackets. - Key: 1. His visit to New York seemed to get shorter and shorter because he was very busy at work. 2. ……… becoming more and more expensive. 3. … ….. got worse and worse. 4. ……… becoming more and more complicated. 5. ……… got better and better. 6. ………. becoming more and more active. 7. ………. becoming more and more difficult. 8. ………. coming closer and closer.	

	1) Structure 2: **the + comparative, the + comparative** ***Short adjective:** The sooner…, the better. The younger…, the easier. ***Long adjective**: The more expensive…, the more … **Use: We use the… the…(with two comparatives) to say that one thing depends on another thing.** Example: The earlier we leave, the sooner we will arrive. The younger you are, the easier it is to learn. The more expensive the hotel, the better the service. **Practice:** Exercise 3- page147 - Ask Ss to complete each of the sentences, using the structure above. Choose a suitable half-sentence from the box. - Compare their sentences together. - Key: 1. The warmer the weather, the better I feel. 2. The more you practise your English, the faster you will learn. 3. The longer he waited, the more impatient he became. 4. The more electricity you use, the higher your bill will be. 5. The more expensive the hotel, the better the service. 6. The more I got to know him, the more I like him. 7. The more you have, the more you want.	
3. Production	**Discussion** Ss work in groups, talking about some changes in their life, their class, their school, their city, their country or in the world.	**10 mins**

4. Home-work	Suggested ideas: The more she grows up, the more beautiful she is. The more we read about it, the more we love it. The older I get, the happier I am. … Translate into Vietnamese Why study? The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?	**1 miins**

UNIT 14 INTERNATIONAL ORGANIZATIONS *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- know some more information about the International Red Cross
- know the activities of Vietnamese Red Cross society
- identify the main idea
- read for specific information

Teaching aids: pictures, posters, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm -up	**Matching game** - Divide the class into 2 groups A&B - Stick the symbols/ logos of the international organizations to the board (See Appendix) - Distribute the cards of the name of the International Organizations to the students: WWF, UNESCO, UNICEF, WHO, UN, FIFA - Call out the symbols in any order and the representatives of each group should run to the board and stick the names under the symbols - The group with more correct answers wins - Check Ss' understanding of the instructions - T declares the winner	**5 mins**

	* Key: 1.UNICEF 2. WHO 3. UNESCO 4. UN 5. WWF 6. FIFA * **Lead-in**: - Which symbol refers to health? - What do you know about WHO? - Ok, In today's reading, we'll get to know more about WHO, one of the International Organizations Write down on the board	
2. Pre-reading	**Unit 14: International organizations** **Reading** ***Pre-teaching vocabulary**. Teach the word below via eliciting and explanation 1. **to dedicate** /'dedikeit/: to give all your energy, time, efforts etc to st: hiến dâng, cống hiến 2. **Ex**: He dedicated his life to helping the poor → dedicated (a): cống hiến 3. **to initiate** /i'niʃieit /: to start st: khởi xướng, bắt đầu → initiative /i'niʃiətive / (n): Official action that is taken to solve a problem or improve a situation: sáng kiến. 4. **to appeal** / ə'pi:l /: appeal to SB for ST; appeal for ST: to make a serious request for St you need or want very much: khẩn khoản, yêu cầu, kêu gọi 5. **to appal** /ə'pɔ:l/ (v): to shock SB very much = to fighter: to make SB/ ST afraid or shocked: làm cho ai phát hoảng, làm xúc động 6. **to result** /ri'zʌlt / in ST: to cause ST to happen, to produce as an effect: dẫn đến, gây ra 7. **disaster-stricken** /di'zɑ:stə 'strikən/ (adj): to be destroyed/ damaged by floods, earthquake: bị thiên tai tàn phá ***Checking Vocabulary: Completing** Choose the best words to complete the following sentences dedicated initiated appealed resulted appalled 1. This woman has ....her whole life to helping others 2. Police have ....for witnesses to the accident 3. The company...........a management training programme	**10 mins**

for small business

4. She was.............to hear that her husband had been arrested

5. The crash ....in the deaths of 10 passengers

Expected answer:

1. dedicated **2.** appealed **3.** initiated **4.** appalled **5.** resulted

3. While-reading

***Activity 1: Matching**

Ask SS to read the text silently and then match the main ideas to their appropriate paragraphs

20 mins

Paragraph **Main ideas**

1. a. The foundation and the symbol of the Red Cross
2. b. The advantage of having national Red Cross Societies
3. c. The foundation of the league of Red Cross Societies and its different names
4. d. The aims of Red Cross in the time of War and Peace

Answer key: 1. d 2. a 3. c 4. b

*** Activity 2: Questions and Answer**

Asks Ss to work in pairs. In turn to ask and answer the questions

1. Where and when was the symbol of the Red Cross adopted?

   ....

2. By whom was the foundation of International Red Cross inspired?

   ....

3. What is the Red Cross Federation's mission?

   ....

4. How many countries in the world have national Red Cross Societies?.

   ....

5. What is the advantage of having national Red Cross Societies?

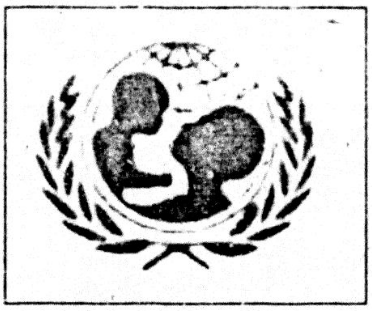
   ....

Suggested answer:

1. In Geneva in 1964
2. By a Swiss Called Henry Dunant.
3. The Red cross Federation's mission is to improve the lives of vulnerable people.

	4. 181 countries 5. People in the countries can get quick help and supports when they are in difficulty. - Ask Ss to work in groups of 8 to write down what Vietnamese Red Cross has done that impress you most on the posters - SS share ideas. - T moves around to give help if necessary. -Feedback: A representative of each group reports their group's ideas in front of the class -Give comments on their presentations:	
4. Post-reading	*** Suggested ideas:** VNRC is carrying out the activities to assist victims of Agent Orange sprayed during the war. The Agent Orange Fund of VNRC has been established at all levels of Red Cross organizations. The Fund's main task is to seek humanitarian assistance from domestic and foreign sources to assist Agent Orange victims countrywide with concrete activities of health examinations, orthopedic surgery, functional rehabilitation, education, multiple types of vocational training basing on types of deformity to help them re-integrated in community, credit assistance to develop farming and live-stock raising. ☐ The Agent Orange Fund at VNRC National Headquarters was established on July 24, 1998. ☐ The Fund has succeeded to mobilize VND 23 billion from all sources to assist 220,429 Agent Or ange victims to improve their physical and mental lives during 5 years of operation. ☐ The Agent Orange Victim Fund has been founded at 59 provincial chapters. earning a donation worth over VND 55 billion to assist Agent Orange victims in provinces.	**9 mins**
5. Home-work	- Ask Ss to fill in each space of the paragraph with a suitable word (Text book – page 142) Key: 1.appalled 2. lack 3. of 4. in	**1 mins**

Appendix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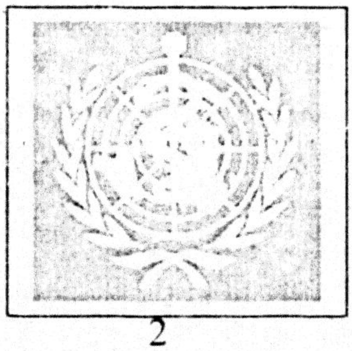
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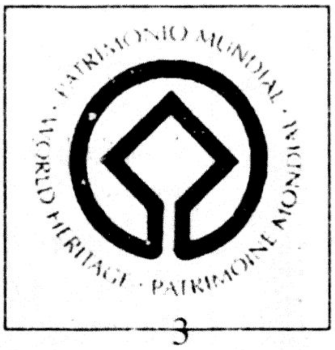

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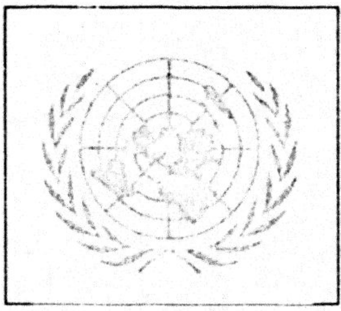
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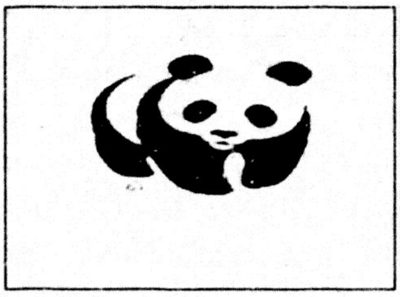
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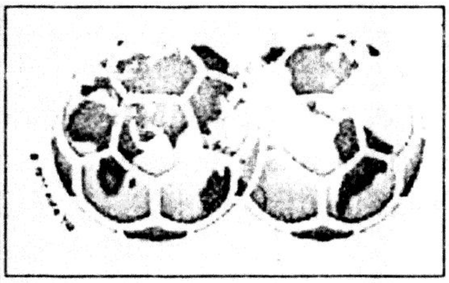
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Extension

UNICEF

UNICEF, the United Nations Children's Fund, serves the children of the world. It serves children of all races, nationalities, religions, and political systems in more than 100 developing countries. Its purpose is to help provide a better life for children and their mothers. It gives both long- term assistance and emergency help.

UNICEF works with governments to provide three kinds of services. They plan and organize programs, they train people to work in the programs and UNICEF provides supplies and equipment.

UNICEF's main goal is prevention. It works to prevent diseases. It gives shots to immunize children against disease. It educates people about the importance of pure water, healthy food, and other ways to prevent disease.

UNICEF gets its money from volunteer contributions from many countries. It also sells beautiful greeting cards which are very popular.

All children and their mothers have the right to medical care, a place to live, pure water, and enough food. UNICEF helps millions of the world's children get these rights.

COMPREHENSION: True/ False /No information

1. UNICEF works for children and their mothers.
2. It gives only long-term assistance.
3. About 530 million children and their mothers live in conditions of poverty and hopelessness.

4. UNICEF believes that people in developed countries should do all the work in its programs.
5. UNICEF's main goal is to help children after they get sick.
6. The United Nations provides UNICEF with the money it needs.
7. UNICEF probably has a big program in Sweden.
8. UNICEF sells beautiful greeting cards to raise funds.

Keys:
1. T 2. F 3. NI 4. F
5. F 6. F 7. NI 8. T

UNIT 14 INTERNATIONAL ORGANIZATIONS

SPEAKING

Aims: By the end of the lesson, students will be able to:
- know some more information about WHO
- talk about some other international organizations

Teaching aids: pictures, cards, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Pictionary** - Divide the class into two groups - Ask two representatives, one from each group , to the board - Tell Ss you are going to show the representatives some words, one by one, they will then draw their logos on the board and the groups will have to say what organization is - The first group to call out the word or phrase scores one point. The group with more points wins the game - Check Ss' understanding of instructions and have them start the game The words used in the game: WHO UNICEF WWF - Ask Ss to write the words under the logos *** Lead-in:** These are three famous international organizations. Today we will talk about them. *Write down on the board	**5 mins**

	Unit 14 INTERNATIONAL ORGANIZATIONS **SPEAKING**	
2. **Pre-speaking**	***Pre-teaching vocabulary:** Teach the words below via eliciting and explanation 1. **attainment** /ə'teinmənt / (n): the act of achievement ST: Việc đạt được 2. **advocate** /'ædvəkeit/ (v): to recommend or say that you support a particular plan or action:tán thành, ủng hộ 3. **fund** /fʌnd/ (n): stock of money, esp one set apart for purpose: quỹ *** Checking vocabulary: ROR**	**5 mins**
3. **While-speaking**	***Activity 1: Talking about WHO** - Ask Ss to read the passage and answer the questions (Task 1, Textbook page 143) - Go over the answers with the class **Suggested answer:** 1. WHO stands for the World Health Organization 2. It was establish on 7 April 1948 3. Its objective is the attainment by all people of the highest possible level of health 4. Its main activities are carrying out research on medical development and improving international health care. ***Activity 2: Talking about UNICEF and WWF** We have known how to make questions about foundation, objectives and activities of an organization. Make the similar dialogues about UNICEF and WWF - Put Ss into pairs. - One reads the information about UNICEF and the other about WWF. Then make questions based on questions in activity 1 - Move around the class giving help where needed - Call on pairs to act out conversations - Invite class opinions and give feedback Suggested dialogues: **Talking about UNICEF** **A:** What does **UNICEF** stand for? **B: UNICEF** stands for United Nations International Children's Emergency Fund	**25 mins**

	A.: When was **UNICEF** established? **B:** It was established in 1948 **A:** What is its major objective? **B:** Its objective is to advocate for the protection of children's rights , to help meet their basic needs and help them reach their full potential **A:** What are its main activities? B: Its main activities are providing supports and fund for the most disadvantaged children and carrying out education development programmes for children **Talking about WWF** **A:** What does **WWF** stand for? **B: WWF** stands for World Wild Fund A.:When was **WWF** established? **B:** It was established in 1961 **A:** What is its major objective? **B:** Its objective is to protect endangered wild animals and their habitat **A:** What are its main activities? B: Its main activities are carrying out research on endangered species and collecting data on rare endangered animals and plants	
4. Post-speaking	**Writing:** - Put Ss into groups of 8 - Ask Ss to write down what they know about UNESCO, one of the international organizations on a poster - Ask Ss stick their poster on the board. One representative of each group will present their groups' ideas * Suggested ideas UNESCO UNESCO: United Nations Education Scientific and Cultural Organizaiton Founded: 16 November, 1945 Headquarter: Paris, France Aim: - To contribute to peace and security by promoting international collaboration through education, science and culture - To secure the world culture and natural heritage - To preserve human rights Activities:	**9 mins**

	- Provide international leadership with educational opportunities for all - Found and fund projects - Promote freedom of expression and freedom of the press as a basic human rights	
5. Home-work	- Ask Ss to find information of the other organizations such as UNESCO, FAO, NATO…………	

UNIT 14 INTERNATIONAL ORGANIZATIONS

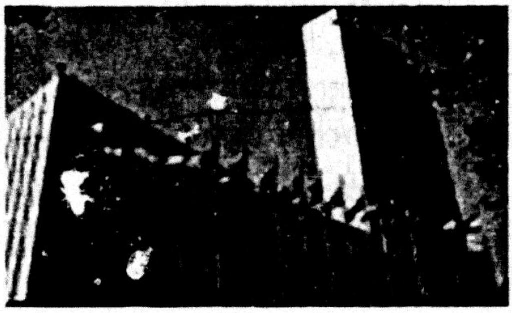
LISTENING

Aims: By the end of the lesson, students will be able to:

- know more about UN.
- listen for specific information.

Teaching aids: pictures, handouts, posters

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**A guessing game** - Divide the class into 2 groups - Tell Ss: I'm thinking about an international organization. I'll give you some hints. If you can guess the organization at the first hint, you'll get 10 marks. At the second hint, you'll get 5 marks and at the third, you'll get only one mark. * Hints: 1. It has the building in New York. 2.There are a lot of flags of different countries in front of the building 3. Almost every country in the world is a member of this organization. Key: The United Nations - Show the picture of the United Nations 	**5 mins**

. Pre- istening	- Declare the winner *** Lead-in:** - What do you know about the United Nations? - Note down Ss' ideas on the board. To know some more about the United Nations, we're going to listen to a passage about it ***Pre-teaching vocabulary:** **1. destruction** [dis'trʌkʃn] (n): destroying or being destroyed: sự phá hoại, sự bị phá hoại. **2. goal** [gəʊl] (n) = aim, purpose:mục đích Ex: This year I should achieve my goal of visiting all the capital cities of Europe. **3. religion** [ri'lidʒn] (n): one of the system of beliefs that is based on a belief in a God or Gods: tôn giáo **4. colony** ['kɒlɔni] (n): a country or area that is ruled by another, more powerful country: thuộc địa *** Checking: What and Where**	**7 mins**
3. While- istening	***Activity 1: Questions and Answers** - Put Ss into pairs. - Ask them to listen to the passage and then answer the questions. **Answer the question:** **1.** When was the United Nations established? **2.** How many nations organized the United Nations? **3.** What did people hope the United Nations could do? **4.** How many main goals were set by the United Nations? **5.** Has the United Nations been completely successful in its goals? **Suggested answer:** **1.** In 1945. **2.** 51 countries **3.** People hoped they could build a future of world peace. **4.** 4 main goals. **5.** No. It hasn't been completely successful. ***Activity 2: Sorting out** **Here are some goals, 4 of which are the United Nations' main goals. Ask Ss to listen and put a tick beside the goal that they can hear.**	**23 mins**

	1. To provide food and medicine to victims of natural disasters. **2.** To work together for international peace and to solve international problems. **3.** To develop industry and agriculture among nations. **4.** To develop friendship among nations. **5.** To work together for human rights for everyone. **6.** To work together to help for the protection of children's rights. **7.** To protect environment from pollution in the world. **8.** To build a center where nations can work together for these goals. - Ask Ss to compare their answers together. - Ask Ss to listen again to check the answer. **Key:** 2 – 4 – 5 – 8 ***Activity 3: Error recognition** **- Tell Ss to find an error in each of the following sentences.** **1.** The United Nations was established when the Second World War had just started. **2.** All members aren't equal. **3.** A member can use force against another member. **4.** There haven't been several wars since the United Nations was established. **5.** It has never helped bring peace to some countries and helped bring independence to colonies. *** Suggested answer:** 1. started → ended 2. aren't → are 3. A → No 4. haven't → have 5. never → x	
4. Post-listening	***Discussing:** - Ask Ss to work in groups to discuss the question: **"What would happen if there were not any international organizations in the world?"** - A secretary from each group will note down Ss' ideas. - One representative of each group comes to the front of the class and presents their ideas. - Ask other Ss to share ideas.	**9 mins**

	- Give comments on each group. *** Suggested ideas:** **If there were no international organizations** • The world would have more wars. • Life expectancy would be shorter than people have today. • There would be more fatal diseases. • More victims would lose their lives due to natural disasters	
5. Home-work	-Ask Ss to write down what they discuss in their notebooks	**1 min**

UNIT 14 INTERNATIONAL ORGANIZATIONS

WRITING

Aims: By the end of the lesson, students will be able to:

- know more about the activities of WWF, WHO and the UN .
- write about the reason why you choose an organization to work for

Teaching aids: pictures, handouts, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	***A guessing game** - Divide the class into 2 groups. - Show some pictures related to the organizations. (See Appendix) - Ask Ss to guess what organizations these pictures belong to. **Key:** 1 – 4 : The UN 2- 6 : WWF 3- 5 : WHO *** Lead in:** We have 3 international organizations: WWF, WHO and the UN. Would you like to work for one of them ? Why? …………………………………………………………… …………………………………………………………	**5 mins**

Ok.. Today we 'll practise writing the reason why we would like to work for an organization.

2. Pre-writing

15 mins

Write down on the board:

Unit 14: International organizations

Writing

***Teaching vocabulary:**

Elicit and explain the meanings of the following words

to do research [ri'sə:tʃ]: to make a detailed study or investigation of St.: nghiên cứu

to do charity ['tʃæriti]: to raise money to help people who are poor, sick or to do work that is useful to society: làm từ thiện

1. **remote** [ri'mout] (a): far away from where other people live: xa xôi, hẻo lánh

Ex: A remote island in the Pacific

***Checking: Vietnamese equivalents**

*** Categorising**:

- Ask Ss to look at some suggestions on page 147.
- Ask Ss to put the suggestions into the correct column.

WWF	WHO	The UN
- Do research on rare plants and animals	- Help improve international health care.	- Have an opportunity to live abroad.
- Be good at biology.	- Do medical research.	- Use English at work.
- Protect endangered species.	- Do charity and volunteer work.	- Travel all over the world.
	- Work in remote and mountainous areas	- Have high salary.
	- Meet different people.	- Meet different people.
	- Speak English at work.	- Work and live in New york

- Ask Ss to work in group to answer the question "Which international organization would you like to work for?"
- Ss' answer based on the category.

Ex: I'd like to work for the United Nations because I

	can live and work in New York. **Ss 1:** **Ss 2:** * **Useful language**: Firstly, Secondly, Thirdly ….. Finally. • They are put at the beginning. • They are followed by a comma. * **Making an outline:** **Sentence topic** **I'd like to work for…………** **Reasons** **because, as, since, for** **Firstly** **Secondly** **Thirdly** **Finally** - Make a group of Ss who would like to work for WWF, WHO or the United Nations. - Ask Ss to write a paragraph of about 100 words expressing the reasons why they choose the organization on a poster.(based on category, useful language, outline)	
3. While-writing	❖ **Start the writing with:** I'd like to work for the ……….. for a number of reasons. Firstly,………… - Go around to monitor the class and give help where needed. - Ask Ss to exchange their writings with the Ss in the other groups. - Ask Ss to stick a poster on the board. - Invite class opinions and make corrections in front of the whole class.	**15 mins**
4. Post-writing	**Speaking: Role -- play:** - One is an officer (as an interviewer) of an international organization. The other is an applicant for the job. - Ask them to make a dialogue between an interviewer and interviewee. * **Suggested ideas:** • Greetings. • Name. • Address / Phone number. • Marital status.	**9 mins**

5. Home-work	• Qualifications: what degrees, diplomas, certificates do you have? • Experience: What work have you been doing? • Reason. • Salary. • Hobbies. • Closing. - Ask Ss to write down the dialogue in their notebooks.	**1 min**

UNIT 14 INTERNATIONAL ORGANIZATIONS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- know how to use the falling tune.
- know some meaning of some phrasal verbs and how to use them.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	***Signs:** - Put Ss into 2 groups. - Give the cards of phrasal verbs: give up – take away – switch off – keep off – slow down – pick up - Stick the signs on the board. (See Appendix) - Ask the representatives to take turns to complete the signs (from number 1-6) by sticking the phrasal verbs. - One correct phrasal verb earns one mark. - The group with more points wins. **Key:** 1. switch off 3. keep off 5. pick up 2. give up 4. slow down 6. take away *** Lead-in:** • What do you call these words? • Phrasal verbs. • What do you know about phrasal verbs?	**5 mins**

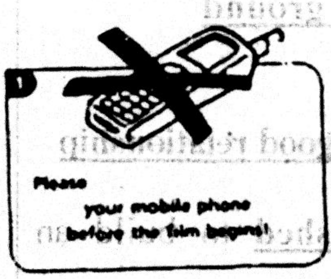
2. Present-ation 1	- ………… - To know more about them, we come to grammar lesson of Unit14 Write down on the board: **Unit 14: International organizations** **Phrasal verbs** *** Eliciting the formation of a phrasal verb.** - Show the phrasal verbs again. - Ask: How are they formed? - Ss: A verb and a particle - Write down *** Form: Verb + Particle → adverbs** **Prep** *** Eliciting the meaning** - Show 2 pictures to elicit 2 sentences. - Remember to take off your shoes when you are in a Japanese house. - The plane took off at 6 o'clock. T: What does "take off" mean in the first sentence? Ss: cởi ra, bỏ ra. Ss: What about "took off" in the second sentence? Ss: cất cánh. T: So, what do you notice the meaning of some phrasal verbs? Ss: Some phrasal verbs have a literal meaning and the others have a non – literal meaning. **NOTE** **PHRASAL VERBS** **1. Form: Verbs + particle → prep** **adverb** **2. Meaning:** **a, Having a literal meaning.** **The dentist pulled out the tooth.** **b, Having a non – literal meaning.** **He's looking after our cat while we're on holiday.**	**8 mins**

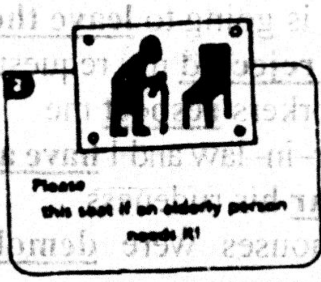
3. **Practice** **1**	* **Checking Ss' understanding.** • **Activity 1:** Put one of the following words into each gap **Up down on off away round back out** a. Put...........your hat. It's cold today b. I don't feel well. I'm going to lie...........for a minute c. I fell........... the stairs and broke my leg d. The children stood...........when the teacher arrived e. Don't throw ....that bottle. We can use it again f. I would take...........my jacket if I felt hot g. I must remember to take the book...........to the library h. I'm going to take the dog...........for a walk i. I heard someone running behind me. I turned ....and saw a girl in a track suit - Call on some Ss to give the answer. - Checking with class. * **Expected answer:** a – on b – down c – off d – up e – away f – off g – back h – away i – round • **Activity 2: Work in pairs** In the following pairs of sentences, which phrasal verb has a literal meaning, and which has non-literal meaning? What is the non- literal meaning? Use your dictionary to help if necessary 1. a. I saw 50p on the pavement and I **picked it up** b. I **picked up** Spanish quite quickly when I was living in Madrid 2. a. **Put out** your cigarette before you go into class b. In Britain you always **put out** the milk bottles for the milkman 3. a. I **looked up** the road but I couldn't see him b. She **looked up** the word in her dictionary	**15** **mins**

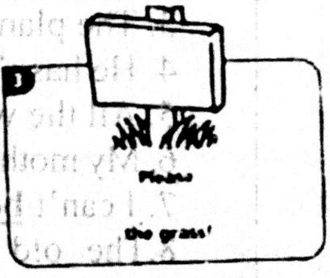
	4. a. Kate! Are you downstairs? Could you **bring up** my bag? b. She **brought up** three children on her own * **Suggested answers:** 1. a. literal meaning : to lift b. non – literal meaning: to become better, to improve: 2. a. non – literal meaning: to make smt stop burning = to extinguish b. literal meaning : to take ST out of your house and leave it 3. a. literal meaning : to move your eyes upwards to look at sbd/ smt b. non – literal meaning : to search information in a book 4. a. literal meaning : to take smt up b. non – literal meaning : to look after a child until he/ she is adult and to teach him / her how to behave	
4. Further practice	**Replacing** Replace the word underlined with a suitable phrasal verbs 1. I think that you **invented** this story 2. **Be careful!** You 're going to fall 3. The plane is going to **leave the ground** 4. He hasn't **rejected** my request 5. All the workers **respect** me 6. My mother–in–law and I **have a good relationship** 7. I can't **bear** his rudeness 8.The old houses were **demolished** to build an amusement centre *Suggested answer: 1. made up 2. Look out 3. take off 4. turned down 5. look up to 6. get on with 7. put up with 8. pulled down	**8 mins**
5. Present-ation 2	**Intonation _The falling tune** **Show a poster of the sentences with falling tune.** ↘ **1.** What did they drink?	**4 mins**

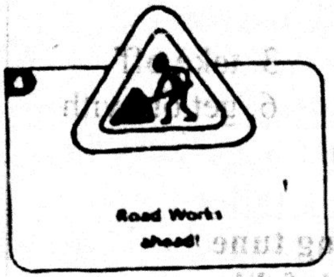
	2. I saw Alice at the ↘airport. 3. What a fast ↘car! 4. She couldn't cook, could ↘she? 5. Keep ↘silent 6. Don't talk in ↘class • **Ask: "When do you read a sentence or a phrase with the falling tune?** • **In a Wh-question, a statement, an exclamatory sentence, a question tag (not a real question), and an imperative form**	
6. Practice2	**Practice:** Ask Ss to practise reading the sentences with the falling tune (Page 147-148).	**4 mins**
7. Home-work	- Ask Ss to do the exercises 1, 2, 3 (Textbook – Page 148, 149)	**1 min**

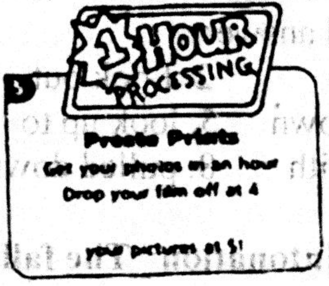
Appendix

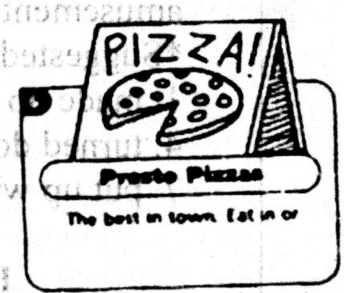

1
Please
your mobile phone
before the film begins!


2
Please
this seat if an elderly person
needs it!


3
Please
the grass!


4
!
Road Works
ahead!


5
1 HOUR PROCESSING
Presto Prints
Get your photos in an hour
Drop your film off at 4
your pictures at 5!


6
PIZZA!
Presto Pizzas
The best in town. Eat in or

UNIT 15 WOMEN IN SOCIETY *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:
- identify the main ideas.
- read for specific information
- know some information about women's work through the ages.

Teaching aids: pictures, posters, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Hidden pictures** - Put Ss into 2 groups. - Prepare 6 numbered pictures which are covered with a piece of paper.(See Appendix) - Tell Ss to take turns to choose a numbered picture. - Explain the picture and the students try to say what the picture is. - If the group gets it right, they score a point. If they get it wrong, the other groups have the chance to say the word and score the point. - After 6 pictures have been revealed the groups can guess what these pictures refer to. If they get it right, they win 5 points. - The group that has more points will win the game. - Check Ss' understanding of instructions and have them start the game. **Explanation:** 1. What do you call a machine that is used to wash clothes. 2. My house has a living room, 3 bedrooms, a toilet and a ..... 3. People use it to make themselves more beautiful 4. This is a contest for the beautiful 5. A place where you can buy food, things, but not a shop or a market. 6. The flower that is the symbol of love. ***Key:*** 1. washing machine. 2. kitchen. 3. lipstick 4. beauty contest 5. supermarket. 6. roses	**5 mins**

	* **Lead – in:** - What do these pictures refer to? -Do you think that women were respected in the past? - What about nowadays? Do they play an important role in society now? In today's reading, we'll know something about women's roles through times . Write down on the board.	
2. Pre-reading	**Unit 15: WOMEN IN SOCIETY** **Reading** **Pre-teaching vocabulary:** Elicit meanings from Ss or give explanations; or Vietnamese equivalents. 1.**deep – seated** ['di:p'si:tid] (a): ăn sâu, lâu đời. **Ex**: deep – seated cultural beliefs = những niềm tin ăn sâu vào tiềm thức. 2. **to involve someone/something in (doing) something**: to cause someone/ something to take part in or be concerned with something *liên quan tới, dính líu tới.* → involvement [in'vɒlvmənt] (n) 3. **intellectual** [,intə'lektjʊəl] (a) = connected with a person's ability to think logically and to understand things: thuộc trí tuệ 4. **to discriminate** [dis'krimineit]: to treat one person/group worse than others: phân biệt đối xử 5. **Age of Enlightment** [in'laitnmənt]: thời đại khai sáng. **Checking:** Give the Vietnamese equivalents to the words and phrases	**7 mins**
3. While-reading	***Activity 1: Matching** Ask Ss to work in groups to match the paragraphs to the main ideas. Paragraphs — Main ideas 1 — a. The struggle for women's rights began in the 18th century 2 — b. Women's roles and rights nowadays 3 — c. People's attitude to wards women's intellectual ability in the past	**23mins**

	• Go around to give help if necessary. • Call on Ss to give their ideas. • Suggested answer: 1. c 2. a 3. b * **Activity 2: Multiple choice** • Asks Ss to choose the best option (A, B, C, D) to answer the following questions (text book – Page 151 – 152). • Ask Ss to compare answers. • Call on Ss to read their answer. **Suggested answer:** 1 – C 2 – D 3 – C 4 – B 5. A ***Activity 3: Identify the best title** • Ask Ss to look over activities 1 and 2, then choose the best title for the text. (Text book – Task 3 - Page 152) • Call on Ss to say what they choose and give explanations. • Go over the answer with the class. **Suggested answer: Women's rights.**	
4. Post-reading	**Writing** • Put Ss into groups of 4. • Deliver posters to the Ss. • Ask them to write a short paragraph about the typical life of a Vietnamese woman. • Go around to give help if necessary. **Suggested ideas:** • Getting up (time). • Shopping. • Prepare meals. • Do housework (washing, washing up, tidying...) • Look after children. • Teaching children. • Taking children to school. • Leave for work. • Read books or surf Internet to improve knowledge.	**9mins**
5. Home-work	- Ask Ss to write down the paragraph in their notebooks	**1 min**

UNIT 15 WOMEN IN SOCIETY

SPEAKING

Aims: By the end of the lesson, students will be able to:

- give opinion.
- express agreeing and disagreeing.

Teaching aids: charts, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Guessing game** - Hang a poster of 3 words of 12 letters on the board. - The letters are covered with a numbered piece of paper. - Divide the class into 2 groups. - Tell the groups to take turns to guess a letter. - Give the explanation or definition of the words as a hint. - When the Ss get it right, you just need to uncover that letter and they score 1 point. - If they get it wrong, the other group has the chance to say the letter. - After 5 letters have been revealed, the groups are allowed to guess the 3 words. If they get it right, they will win 5 points. - The group that has more points will win the game. - Checking Ss' understanding of the instructions and have them start the game. - Keep a running total of points for each group on the board. - Declare the winner **Key: POINT OF VIEW.** *** Lead - in**:T: "What does "point of view" mean? Ss: It means "attitude, opinion", the way we see things. Today we will talk about someone's opinion and the way we express our agreeing and disagreeing. Write down on the board	**5 mins**
2. Pre-speaking	**Unit 15 WOMEN IN SOCIETY** **Speaking** **- Teach vocabulary through matching.**	**7 mins**

3. While-speaking	- **Ask Ss to match a word in A and a word/ phrase in B.** **A** **B** **1.** rubbish **a.** organize or be charged of something. **2.** sympathetic **b.** the way you are feeling at a particular time **3.** run **c.** to give too little or no attention or care to somebody/ something. **4.** temper **d.** to look after and educate children. **5.** neglect **e.** anything that is thrown away as worthless. **6.** rear **f.** showing that you understand other people's feeling, especially their problem. **Suggested answer:** 1 – e 2 – f 3 – a 4 – b 5 – c 6 – d **Checking:** Ask Ss to give Vietnamese equivalents. **- Ask Ss to study the expressions and say them aloud (task 1 – page 153)** ***Activity 1: Are you for or against it?** (Task 2 – Page 153) - Ask Ss to work in groups. One states his/her point of view and the others give their agreeing/disagreeing based on task 1 - Work with some students to give a model. T: I think men are usually stronger than women. S1: I agree with you completely. S2: I'm afraid, I disagree. S3: …………………… S4:…………………… ***Activity 2: Discussing** - Ask Ss to look at the suggestions (Textbook -- Page 154). - Ask Ss to work in groups of 3 to discuss the statement:" Married women should not go to work". - Encourage Ss to give explanations. - Work with a student to give a model. T: I think married women should not go to work.	**18 mins**

	S1: I quite agree. I think if they stay at home they have time to look after their children and husbands. S2: I don't agree. It's too boring to be housewives all their lives.	
4. Post-speaking	**Writing – For and against.** • Show the statement on the board. **"WOMEN ARE SECOND – CLASS CITIZENS"** • Groups Ss who are for/against. • Ask Ss to write a short paragraph expressing their point of view on the posters. • Go around to monitor the class and give help if necessary. • Ask groups to exchange their writings. • Invite class opinions and make corrections in front of the whole class. **Suggested ideas:** **FOR:** • It's nonsense to claim that men and women are equal and have the same abilities. • There are too many jobs that women can't do. • Top–level political negotiation between countries, businesses and banking are almost controlled by men. • They are impossible to be both wives, mothers and successful career women. • The employers can't trust them because they often leave job to get married, have children. • They are not even capable of thinking clearly. **AGAINST:** • Women won their independence years ago. • After a long, bitter struggle they now enjoy the same education opportunities as in most parts of the world. • They have proved repeatedly that they are equal to men in almost every field. • Women have succeeded in any jobs, politicians, soldiers, doctors, university professors, farmers, company directors, business women.	**14 mins**

	• They frequently succeed brilliant in all these jobs in addition to bearing and rearing children.	
5.Home-work	- Ask Ss to write down their ideas in their notebooks.	**1 min**

UNIT 15 WOMEN IN SOCIETY

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for specific information.
- know something more about women's life.

Teaching aids: chairs, CD player

PROCEDURE

<table>
<tr><th>Stages</th><th>Activities</th><th>Timing</th></tr>
<tr><td>1. Warm-up</td><td>Right or wrong chair:
- Ask Ss to work in 2 groups. Five people from each group stand in 2 lines.
- Put 2 chairs in front of the class.
- Stick a picture of a village woman and a picture of a city woman on each chair.
- T says out some women's daily activities randomly.
- Ask Ss to listen and decide which belongs to the village woman and which belongs to the city woman.
- Ss take turns to run to the right chair and sit down.
- The group that scores more points will win the game.
- Check Ss' understanding of the instruction.
*Suggested answer
<table>
<tr><th>Village woman</th><th>City woman</th></tr>
<tr><td>▪ Get up early.
▪ Work with animals.
▪ Work on a farm.
▪ Have low standard of living.
▪ Work outside
▪ Live in the country</td><td>▪ Go to the cinema at the weekend.
▪ Work in an office.
▪ Dress well.
▪ Have high standard of living.
▪ Play sports.
▪ Live in the city</td></tr>
</table>
</td><td>5 mins</td></tr>
</table>

2. Pre-listening	*** Lead-in:** - Most of the work is done by women, especially village women, but we'll see if the life of a village woman easier than that of a city woman Today we're going to listen to the passage to know some more about women's life. Write down on the board **Unit 15 WOMEN IN SOCIETY** **Listening** **Pre-teaching vocabulary:** 1. **to hold up** [həʊld]: to carry something high: nâng lên, đưa lên 2. **domestic** [də'mestik]: related to the home family house: thuộc về gia đình 3. **three – fourths**: ¾ 4. **to respect** [ri'spekt] to admire or have a high opinion of somebody/something: Ngưỡng mộ, tôn trọng **Checking**: **ROR**	**7 mins**
3. While-listening	***Activity 1:Multiple choice** **Ask Ss to read the sentences carefully (task 1 – page 155)** -Listen to the tape and circle the word they choose. -Ask Ss to compare their answer. -Let Ss listen again to check the answers. • Feed back: Have Ss read out their answer. **Key**: 1B 2C 3C 4A 5B ***Activity 2:** **Questions and answers.** - Ask Ss to read the questions carefully before they listen to the recording. -Tell them to listen and take notes the answer to the questions. - Ss exchange their answers. - Ask Ss to listen to the recording for the last time and check their answer. **Suggested answer:** 1. 40% 2. They earn nothing for doing their domestic work.	**18 mins**

	3. They produce more than half of the food. 4. 80%. 5. At 4.45 a.m 6.At 9.30 p.m	
4. Post-listening	**Role- play** - Put Ss into pairs. - One plays the role of an interview and other is a city woman. - Interview her about her daily activities. - Feed back: Call on some pairs to act their conversation in front of the class. - Give comment on their conversations. **Suggested ideas:** i. What time/ get up? ii. What time/ leave for work? iii. What time/ finish work? iv. How long/ do domestic work? v. How much/ earn? vi. enjoy/ weekend? If yes, what? vii. enjoy life? Why? viii. ...	**14 mins**
5.Home-work	- Ask Ss to compare a typical day of an African village woman in the listening passage with that of a woman in your family (for example, your sister or mother).	**1 min**

UNIT 15 WOMEN IN SOCIETY

WRITING

Aims: By the end of the lesson, students will be able to:
- read the information from a chart.
- write a description from a chart.

Teaching aids: charts, posters, cards

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Jumbled words.** - Ask Ss to work into groups of 4. - Give out a list of jumbled words 1. + USLLTARTEI 2. + PAMOCONRSI	**5 mins**

	3. + VERAAEG 4. + ISER 5. +CEARSEDE 6. + ARCHT - Ask the group to write the words on a poster - After two minutes, ask them to stop working and to bring the posters to the board - The group with the most correct answers will win the game - Declare the winner * Answer key: 1. illustrate 3. comparison 4.average 4. rise 5. decrease 6.chart * **Lead-in:** - What do you think we use these words for? + To describe information in a chart - Yes. These words are commonly used in describing trends in charts. Today we will focus on writing a description of the average hours of housework per week. Write down on the board	
2. Pre-writing	**Unit 15 Women in Society** **Writing** **Pre-teaching vocabulary** 1. **respectively** [ris'pektiviəli] (adv) (translation): lần lượt theo thứ tự như đã nói, tương ứng(với vị trí, thứ tự) Ex: German and Italian courses are held in Munich and Rome respectively. 2. **to reduce** [ri'dju:s] ≠ to increase: giảm 3. **distribution** [,distri'bju:ʃn]: the way smt is shared out: phân phối **Checking:** English equivalent * **Explaining the chart** Elicit to explain the chart 1. What does the chart illustrate? 2. What does the vertical axis show? 3. What does the horizontal axis show? **Expected answer:** 1. The average hours of housework per week. 2. Number of hours of housework	**15 mins**

	3. 3 groups of family (without children- families of 1-2 children- families of 3 or more children) *** Understanding the chart:** - Put Ss into pairs - Ask Ss to study the chart and then answer the questions (Text book- page 156 Task 1) - Go over the answer with the class. **Suggested answers**: 1. In general, married women do more housework than men do. 2. They have to do more housework when they have more children. 3. Married men have to do less housework when they have more children 4. Married men and women without children spend 20 and 30 hours on their housework per week respectively. 5. It takes men and women with one or two children 15 and 50 hours respectively to do their housework every week. 6. They are 10 and 55. 7. (suggested): Married men should spend more time sharing the housework with their wives *** Useful languages:** - in comparison with - When- however- but- whereas - Approximately- interestingly- surprisingly	
3. While-writing	**Writing a report** - Put Ss into groups of 4 - Ask them to write a report describing the average hours of housework per week based on the chart, the suggested ideas and useful languages. - Go around to give help if necessary. ***Suggested ideas:** *The column chart illustrates the average hours of housework per week done by married women in comparison with married men.* *In households where there are no children, women are reported to work some 30 hours per week in housework. Men's contribution to this work averages a*	**16 mins**

	considerably lower 18 hours. *When children enter the household, however, the inequality becomes even more pronounced. In families of 1-2 children, men maintain approximately the same number of hours of housework as in childless households, but the number of hours women work in the home rise to 52 per weeks, much of which, no doubt, its due to childcare responsibilities.* *Interestingly, when there are three or more children in the households, men are found to work even fewer hours around the house than before the appearance of the third child. Whereas women's unpaid hours rise to approximately 56 per week, the corresponding figure for men, 16, actually represents a decrease.* *The chart suggests that if women are to gain social equality, they should first be liberated from familial responsibilities. This can only be done if men lend a more helpful hand to women in doing domestic chores.*	
4. Post-writing	**Peer correction** - Ask Ss to hang the posters on the board - Compare their writings together - Ask Ss to give correction or improvement if necessary. - Give feedback and comments	**6 mins**
5. 5.Home-work	- Ask Ss to write the report in the notebooks.	**1 min**

UNIT 15 WOMEN IN SOCIETY

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- know how to use the rising tune.
- know some the meaning of some phrasal verbs and how to use them.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Noughts and crosses** - Draw 9 numbered squares 1 | 2 | 3 4 | 5 | 6 7 | 8 | 9 - Divide the class into Nought group and Cross group -. Ask each group to take turns to choose a number, for each number there is a question for them to answer. If they get it right they have one cross/nought. The winner will be the group who form three successive noughts/ crosses in a straight line. **1.** Something that you put up when it's raining.(an umbrella) **2.** Something you have to do when you look after a baby.(lull the baby) **3.** A reason to call off a wedding.(bad health) **4.** A type of food you should keep off if you're on a diet.(cake/fat / meat) **5.** Something that you can try on when you go into a shop.(shoes) **6.** Something that you should give up if you want your health better.(cigarette / wine) **7.** Something that you should switch off before you leave the room.(lights) **8.** Something that you should take off when you enter a pagoda.(hat) **9.** Something that you take up if you want to get fit.(sport) *** Lead-in:** You have some phrasal verbs that you learned in Unit 14. To know more how to use phrasal verbs, we'll continue to talk about them. Write down on the board:	**5 mins**
2. Presentation 1	**Unit 15: WOMEN IN SOCIETY** **Language focus** *** Eliciting:** T: What should you do before you leave the room? Ss: I should turn off **the lights.**	**9 mins**

	T: Say this sentence in another way. Ss: I should turn **the lights** off. T: What should you say when you replace the lights by a pronoun “them”? Ss: I should turn **them** off. T: Ask Ss to focus on the sentences above to give the notes. Some phrasal verbs have an object. ▪ The particle can come **before or after** the object ▪ If the object is a **pronoun,** it must come **before** the particle. ***Elicit from the Ss to have the sentences:** She looked after **her husband** while he was ill. She looked after **him.** T: Can you put “her husband” or” him” before the particle “after”? Ss: No. **Note:** Some phrasal verbs have an object, but the particle cannot move.	
3. Practice 1	* **Activity 1:** Deliver handouts. Ask Ss to say the sentences below in 3 ways. **a.** as they are here. **b.** with the particle in a different position. **c.** with a pronoun, not a noun. **1.** I throw away his letter. **2.** I took the shoes back and complained to the manager. **3.** Could you look up the phone number, please? **4.** Turn the radio down! It’s too loud. **Key:** **1.** I throw away his letter. I throw his letter away. I throw it away. **2.** I took the shoes back and complained to the manager. I took back the shoes and complained to the manager.	**10 mins**

I took them back and complained to the manager.

3. Could you look up the phone number, please?
   Could you look the phone number up, please?
   Could you look it up, please?
4. Don't forget to switch the lights off.
   Don't forget to switch off the lights.
   Don't forget to switch them off.
5. Turn the radio down! It's too loud.
   Turn down the radio! It's too loud.
   Turn it down! It's too loud.

***Activity 2:** Deliver handouts

Ask Ss to say the sentences below in 2 ways.

a. as they are here.
b. with a pronoun, not a noun.

1. I'm looking for my handbag.
2. Can you look after my cat?
3. I'm looking forward to the holiday.
4. John doesn't get on with his sister.

Key:

1. I'm looking for my handbag.
   I'm looking for it.
2. Can you look after my cat?
   Can you look after it?
3. I'm looking forward to the holiday.
   I'm looking forward to it.
4. John doesn't get on with his sister.
   John doesn't get on with her.

***Activity 3:**

1. Hello, Is that 956782? Please put me .... to the manager.
   A. across B. up C. over D. through
2. The three friends all .... for the same job.
   A. requested B intended C. applied D. referred
3. I don't think he will ever get .... the shock of his father's death.
   A. over B through C. by D. off
4. I am late because my alarm clock didn't........... this morning.
   A. come on B. ring out C. go off D. turn on

4. **Further practice**	5. If it's raining tomorrow, we shall have to put .... the match till Sunday. A. off B. away C. in D. on 6. She applied for training as a pilot, but they turned her........... because of her poor eyesight. A. up B. back C. down D. over 7. These old houses going to be .... soon. A. laid out B. run down C. knocked out D. pulled down 8. If you want to join this club, you must .... this application form. A. make up B. write down C. do up D. fill in 9. The doctor told him to keep .... sweets and chocolate to lose weight. A. at B. up C. back D. off 10. He was busy when I phoned but I hung .... until he was free A. back B. off C. to D. on **Suggested answer:** 1. D 2. C 3. A 4. C 5. A 6. C 7. D 8. D 9. D 10. D **Writing** -Ask Ss to rewrite the following sentences, using the verbs in the brackets: 1. We don't have any milk. (run) 2. It took me a long time to recover from my illness.(get) 3. Peter is just like his grandfather.(takes) 4. I think we've found an answer to the problem.(come) 5. Ann is someone I really respect.(look) 6. Quite by chance, Tom met Peter at the airport.(ran) 7. How can you bear so much traffic noise?(put) 8. I visited a few friends while I was in Manchester.(called) **Suggested answer:** 1. We have run out of milk. 2. It took me a long time to get over my illness.	**12 mins**

	3. Peter takes after his grandfather. 4. I think we have come up with an answer to the problem. 5. Ann is someone I really look up to. 6. Tom ran into Peter at the airport. 7. How can you put up with so much traffic noise? 8. I called on a few friends while I was in Manchester.	
5. Presentation 2	**Intonation - The Rising tune** **- Show a poster of the sentences with the rising tune** 1. Is this a ↗boat? 2. Does she live in ↗Hue? 3. A: Mr.Smith always plays football in the morning B: In the ↗morning 4. He isn't a doctor, is ↗he? **T: When do you say a sentence/ phrase with the rising tune?** **Ss: In a "yes- no question", in a "question tag" (a real question) and in a phrase to express surprise**	**4 mins**
6. Practice 2	Ask Ss to read the following sentences with the rising tune. 1. Are you married? 2. I'm afraid you've made a mistake , sir. A mistake? 3. Did you go to the cinema last night? 4. She learns English to go abroad, didn't she? 5. He drinks wine, doesn't he? 6. A: President George Bush is going to Vietnam. B: Really? • Practise reading the sentences with the rising tune. (Page 157 – Text book)	**4 mins**
7. Home-work	- Ask Ss to do the exercises 1, 2 page 157 – 158.	**1 min**

UNIT 16

THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS *(5 periods)*

READING

Aims: By the end of the lesson, students will be able to:

- read for specific information
- know some information about the ASEAN

Teaching aids: pictures, handouts, posters

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**A Guessing Game** - Divide the class into 2 groups - Tell Ss: I'm thinking about an organization. I'll give you some hints. If you can guess the organization at the first hint, you'll get 10 marks. At the second hint, you'll get 5 marks and at the third, you'll get only one mark. * Hints: 1. VietNam is one of the members of this organization 2. It is a regional organization 3. It has the logo of rice **Key**: ASEAN * **Lead-in**: ASEAN is the short form of The Association of South East Asian Nations. In order to know more this organization, we come to Unit 16-reading Write down on the board:	**5 mins**
2. Pre-reading	**UNIT 16 THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS** **Reading** **Pre-teaching vocabulary**: *Teach vocabulary through eliciting or explanation 1. **to accelerate** [ək'seləreit]: thúc đẩy, đẩy nhanh 2. **diverse** [dai'vɜ:s] (adj): very different from each other: gồm nhiều loại khác nhau, thay đổi khác nhau. 3. **to integrate** ['intigreit] : to join in and become	**10 mins**

4. **justice**: ['dʒʌstis]: The fair treament of people: công lý
5. **enterprise** ['entəpraiz] (n): công ti, hãng
6. **Gross Domestic Product** (GDP) [grəʊs də'mestik 'prɒdʌkt]: Tổng sản phẩm xã hội

* **Checking**: Complete the following sentences with the suitable words

(Textbook – task 1- page 160)

*Key:

1. justice	2. GDP	3. diverse
4. integration	5. accelerate	6. enterprises

3. Vhile-eading

20 mins

Activity 1: Matching

- Deliver handouts
- Put Ss into pairs
- Ask them to match years to events

Years	Events
a. 1967	1. Laos and Myanmar were admitted to this association
b. 1995	2. The Hanoi plan for Action was adopted
c. 1997	3. (AFTA) would be established in the region
d. 1998	4. ASEAN was set up
e. 2020	5. VN became its the 7th member

***Key:**

a-4 ; b-5 ; c-1; d-2 ; e-3

Activity 2: Questions and answers

- Put Ss into pairs
- Ask them to answer the questions

1. Which countries founded ASEAN?
2. What are the two main goals of the association?
3. What was the total trade value of ASEAN in 2004?
4. What is the objective of the ASEAN vision 2020?
5. What sectors does ASEAN economic cooperation include?

***Key**

1. Five original member countries, namely, Indonesia, Malaysia, the Philippines, Singapore and Thailand founded ASEAN
2. The two main goals of the Association are to

	accelerate economic growth, social progress and cultural development, and to promote peace and stability through respect for justice and the rule of law in the relationship among countries in the region 3.It was US $ 720 billion 4. The objective of the ASEAN 2020 is to create economic integration among the member countries 5. It includes trade, investment ,industry, services, finance, agriculture, rural development, forestry, energy, transportation and communication, science and technology, small and medium enterprises and tourism	
4. Post-reading	**Discussion** -Ask Ss to work in 4 groups to discuss the question "If you were a Vietnamese leader, what would you expect ASEAN do for your country?" - Go around to give help if necessary - Call some representatives to report their groups' ideas - Give comments ***Suggested ideas**: - To train human- resources - To solve the unemployment in VN - To consume the goods of VN - To have the appropriate policy on taxes - To have cooperation in many fields: Industry, Agriculture, Science and Technolog - To forge the political security in VN	**9 mins**
5. Home-work	…………………………………………………………… - Ask Ss to write down their ideas in their notebooks.	**1 min**

JNIT 16

THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS

SPEAKING

Aims: By the end of the lesson, students will be able to:

- Know some information of the ASEAN countries
- Realize the flags of the Asean Countries

Teaching aids: charts, posters.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Matching** - Divide the class into 2 groups. Each group should nominate 5 students - Stick the flags (one by one) of the countries: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Vietnam.(See Appendix) - Deliver cards written with the name of the country and its capital to the nominees - Ask Ss to stick the card under each national flag - The group that has the most correct answer will win the game - Declare the winner. *** Lead-in:** - Which organization do these countries belong to? - ASEAN/ It belongs to the Association of South East Asian Nations - Do want to know something about these countries? - Yes - Ok.Today we'll talk about four countries of ASEAN: Malaysia, the Philippines, Thailand and Singapore Write down on the board	**5 mins**
2. Pre- peaking	**Unit 16: THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS** **Speaking** ***Pre-teaching vocabulary:** Teach vocabulary through pictures: **- Show the pictures of Islam-Buddhism-Catholicism- Christianity, Hinduism (See Appendix)**	**10 mins**

-Elicit: What religion that these pictures refer to?
- **Islam** ['izlɑ:m] (n): Hồi giáo
- **Buddhism** ['budizm] (n): Phật giáo
- **Catholicism** ['kə'θɔlisizm] (n): Thiên chúa giáo
- **Christianity** [,kristi'æniti] (n): Cơ đốc giáo
- **Hinduism** ['hindu:izm] (n): Ấn độ giáo

- Show the pictures of Ringit, Peso, VN dong, baht, Singapore dollar (See Appendix)
- Ask: + What common word for these words?
  + Currency.
- currency ['kʌrənsi] (n): tiền tệ

*** Checking vocabulary: Kim's game**

*** Introducing the passage (book closed)**
- Hang chart of the facts and a passage of Malaysia with some missing information
- Ask Ss to read the fact and then complete the passage

(1)……….. has a total area of (2)………… Its capital is (3)……….. It has a population of (4)………… The official languages are (5)………..and……….. The main religions are (6)………. ……….. The unit of currency is the (7)………..

3. While-speaking

Activity 1: Substitution

17 min

Ask Ss to work in pairs to look at the information of the Philippines and Singapore (text book page 163) and then substitute the underlined words with the words suggested.

A	B
1.Country: The Philippines	1. Country: Singapore
2. Area: 300,000,000sq km	2. Area: 647,5 sq km
3. Capital:Manila	3. Capital: Singapore
4. Population: 81,636,000	4.Population:4,225,000

5.Official language(s):Filipino and English	5. Official language(s): Chinese, English, Malay, Tamil
6:Religion (s). Roman Catholicism, Christianity	5. Buddhism, Islam, Hinduism, Christianity
7.Currency: Peso	6. Singapore dollar

Activity 2:Questions and answers

- Put Ss into pairs
- Ask them to look at the information of Thailand (text book – page 163) and then make questions from the give cues
- T works with a student as a model

1. Area:
    - How big is Thailand?
    - It has a total area of 517,000 sq km.
2. Population:
    - What is the population of Thailand?
    - It has a population of 64,200,000
3. Official language:
    - What is the official language?
    - Thai
4. Religion:
    - What is the main religion in Thailand?
    - Buddhism
5. Currency:
    - What is the Unit of currency in Thailand?
    - Baht

-Ask pairs to ask and answer the questions
- Move around to help if necessary
- Have Ss act out their new conversation in front of the class
- Give comments

4. ost- eaking | **12 mins**

Listening: Stop and correct

- Show a chart of the iinformation of VN
- Read a short passage about VN [illegible]h some wrong information
- Ask Ss to say "stop" when they hear St that is not relevant and give a correct answer

Vietnam

	• Area: 331,690 sq km • Capital: Hanoi • Population: 84,402,966 people • Official language: Vietnamese • Religion: Buddhism • Currency: Vietnamese dong * Vn has a total area of **351.680 sq km**. Its capital is **Saigon**. It has a population of about 88,402,966 people. The first language is **English.** The main religion is Buddhism**, Islam, Hinduism**. **Peso** is the Unit of currency in VN.	
5.Home-work	- Ask Ss to write a short paragraph about VN in the notebooks	**1 mi**

UNIT 16

THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS

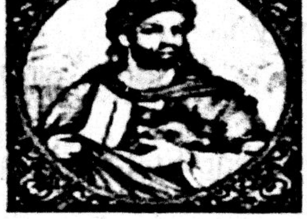
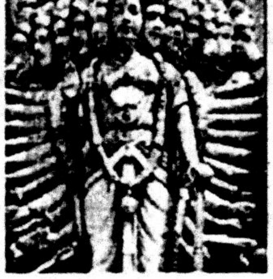
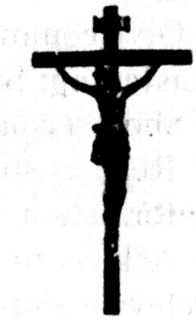
LISTENING

Aims: By the end of the students will be able to:

- know something about languages and religions in the ASEAN countries.
- listen to specific information.

Teaching aids: pictures, cassette tape.

PROCEDURE

Stages	Activities	Timin
1. Warm-up	**A Guessing Game:** • Show the pictures and the words. • Let Ss look at the pictures and the words in one minute.   	**5 min**

	 Words: Vietnamese – Malay – Thai – English - Filipino • **Ask them to find the topic of the lesson today.** ***Suggested answe: : Languages and religions.** *** Chatting:** ○ Which the ASEAN countries use English as second language? ○ What are the main religions in the ASEAN countries? *** Lead-in:** Today we're going to listen to the dialogue between Mr.Hung and his daughter talking about languages and religions in the ASEAN countries.	
2. Pre- stening	Write down on the board **Unit 16 THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS** **Listening** **Pre-teaching vocabulary**: Run through the vocabulary 1. **Muslim** ['mʌzlim, 'mʊzlim]: người Hồi giáo. 2. **Buddhist** ['budist]: người theo đạo Phật. 3. **Catholic** ['kæθəlik]: người theo Thiên chúa giáo. 4. **predominant** [pri'dɒminənt] (a): nổi bật, trội hơn. **Checking**: English equivalent.	**5 mins**
3. hile- stening	*Activity 1: **Ask Ss to listen to the tape and choose the best answer (Text book _ page 164_ Task 1):** • Let Ss listen the third time if necessary. • Tell Ss to compare answer in pairs.	**20 mins**

4. Post-listening	- Go over the answers with the class then let Ss listen again and check Key: 1C 2A 3C 4A 5B ***Activity 2:** **Question and answer.** - Let Ss to read the questions. - Ask Ss to listen again and find the answer to the questions. - Ask Ss to work with a partner, ask and answer the questions. - Have Ss listen again and check with the class. **Suggested answer:** 1. Tomorrow. 2. The US 3. Around 50 million. 4. In the Philippines. 5. Three. Islam, Buddhism and Catholicism.	**14 min**
5. Home-work	- Ask Ss to work in groups to summarise what you have heard - Go around to help if necessary - Ask the secretary to read the summary - Ask Ss to find the information of the member of ASEAN	**1 min**

UNIT 16

THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS

WRITING

Aims: By the end of the lesson, students will be able to:
- write a letter of recommendation.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timin
1. Warm-up	**Word grid.** - Hang on a chart with all the words in their rows which are covered with a piece of paper.(See Appendix) - Put Ss into two groups. - Ask each group to choose the numbered row in turn.	**7 min**

	- Explain the word and the groups try to say what the word is. If the group gets it right, they score one point. - After 3 rows have been revealed, if they can guess the key word in the vertical column, they win 5 points. - The group that has more points will win the game. - Check Ss' understanding of instructions. - Declare the winner. Explanation: 1. Its capital is Kuala Lumpur.(Malaysia) 2. The synonym of form/ create.(forge) 3. One of the members of ASEAN.(Vietnam) 4. The another word for country.(nation) 5. The short form of the Association of South East Asian Nations. (ASEAN) 6. The another word for area.(region) **Key word: LETTER** *** Chatting:** • Have you ever written a letter? • What kinds of letter do you know? ❖ A letter of invitation acceptance refusal complaint apology arrangements requests congratulations recommendation. *** Lead in:** - Have you ever written a letter of recommendation? - How to write it? Today we're going to learn how to write a letter of recommendation.	
2. Pre-writing	Write down on the board: **Unit 16: THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS Writing** ***Pre-teaching vocabulary:** Elicit meanings from Ss or give explanations 1. **ideal** [ai'diəl] (a) = perfect: lí tưởng. 2. **hospitable** [hɒ'spitəbl]: friendly and kind to visitors:	**10 mins**

mến khách.

3. **islet** ['ailit] (n): small island: đảo nhỏ.

2. **grotto** ['grɒtəʊ] (n): picturesque cave: hang động đẹp như tranh.

***Checking: ROR**

*** Ask Ss to complete the letter of recommendation with the missing sentences in the box.(Textbook – task 1 – page 166)**

Key:

1. I would like to recommend to you a well-known place in Vietnam.
2. It is about 170 km from Ha Noi.
3. The beach is an ideal place for swimmers.
4. People here are very friendly and hospitable.
5. I'm sure you will have a wonderful time here in Ha Long Bay.

*** Show a completed letter and the outline on the board.**

Ask Ss to put the parts of the outline into the appropriate of the letter.

17th May 2005

Dear Linda,

I'm pleased to hear that finally you have decided to spend your summer vacation in the Southeast Asian.(1) I would like to recommend to you a well – known place in Vietnam.

It is Ha Long Bay.

Ha Long Bay is in the north of Vietnam.(2) It is about 170 km from Hanoi. It has attracted thousands of tourists from all over the world. It has many big and small islets and mountains with spectacular caves and grottoes. The weather and the sea are very beautiful.(3)The beach is an ideal place for swimmers. There are a lot of hotels and restaurants near the beach, which serve excellent seafood. There is a famous entertainment center there – Tuan Chau Island.

(4) People here are very friendly and hospitable. They can speak English and they are helpful, too.

I think you should come and see it. (5) I'm sure you will have a wonderful time here in Ha Long Bay.

I'm looking forward to hearing from you soon.

	Yours sincerely, *Thu Ha* **Outline** - Date - Salutation - Body: + Introduction of place + location + natural features + entertainment + places to visit + food +people ………… - Close - Signature	
3. While-writing	- Set the situation: David, your pen pal, is going to spend his summer vacation in one of the ASEAN countries. You want him to visit Vietnam. Write a letter to him recommending Hue based on the sample and the outline - Put Ss into 4 groups. - Ask them to write a letter on the posters. - Go around to give help if necessary. ***Suggested letter:** ***12th June 2008*** ***Dear David,*** ***It is great to hear that you are going to spend your summer vacation in one of the ASEAN countries. Why don't you come Hue, a poetic city in my country.*** ***Situated in Central Vietnam, Hue city stretches on an area of rolling hills and mountains among small and narrow plains, sand dunes and large marshes and lagoons.*** ***Hue is considered the ancient city of Vietnam which remains virtually intact through the passage of time and several decades of war. Hue is famous for the Huong River as well as its royal palaces, mausoleums and tombs, temples and shrines.***	**13 mins**

	When coming Hue, you can find the harmony not only in the nature and the city's monuments but also in its people. They are sentimental but witty, simple but proud, and sweet but courteous. Hue is also known as one of the places where former delicious royal and popular dishes are served. ***You can also enjoy the nation traditional music or fine arts and handicraft products in Hue.*** ***Hue is awaiting you. I hope to see you here.*** ***Yours sincerely,*** ***Thao Mien***	
4. Post-reading	**Peer correction** • Ask Ss to hang the posters on the board. • Tell them to read and compare their writings together. • Ask Ss to give correction or improvement of necessary. • Give feedback and comments	**14 mins**
5. Home-work	- Ask Ss to write a letter in the notebooks	**1 min**

Appendix

		M	A	**L**	A	Y	S	I	A
F	O	R	G	**E**					
	V	I	E	**T**	N	A	M		
		N	A	**T**	I	O	N		
		A	S	**E**	A	N			
				R	E	G	I	O	N

UNIT 16

THE ASSOCIATION OF SOUTH EAST ASIAN NATIONS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- know how to use adverbial clause of time.
- know some the meaning of some phrasal verbs and how to use them.

Teaching aids: pictures, handouts.

PROCEDURE

Stages	Activities	Timing
1. Warm-up	**Game: Cut - up sentences** – Divide Ss into 4 groups – Give each group a set of cards with words or phrases of sentences cut up – Ask Ss in each group put the words or phrases into sentences and then stick them on the board – The first group to finish and get it all correct will win the game – Check Ss' understanding of instruction and have them start the game **Sentence Cards** I'll call you I met him The train had already left He has played the piano We'll have already finished the work While I was walking down the street Since she was a child When you get back When I arrived As soon as I come home ***Suggested answer**: 1. I'll call you as soon as I come home 2. I met him while I was walking down the street. 3. The train had already left when I arrived 4. She has played the piano since she was a child 5. We'll have already finished the work when you get back	**5 mins**

<table>
<tr>
<td>2. Presentation 1</td>
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* Lead-in:
Ask Ss to focus on the sentences
T: Give the name of subordinate clauses in these sentences
Ss: Adverbial clauses of time
T: Yes, today we talk about Adverbial Clauses of time and we focus on the sequence of tenses in adverbial clauses of time

Write down on the board
Unit 16
ADVERBIAL CLAUSE OF TIME

Show a chart with mining tenses in adverbial clauses of time
Ask Ss to read the examples, focus on the tenses in main clauses and then say the tense in Adverbial Clause of time

<table>
<tr><td></td><td>MAIN CLAUSE</td><td>ADVERBIAL CLAUSE OF TIME</td></tr>
<tr><td>I.</td><td colspan="2">Sequence with the simple present in the main clause</td></tr>
<tr><td>1.</td><td>SIMPLE PRESENT
We always take our umbrellas with us</td><td>SIMPLE PRESENT
When it rains</td></tr>
<tr><td>2.</td><td>SIMPLE PRESENT
I usually read the newspaper</td><td>PRESENT CONTINUOUS
While I am writing for the bus</td></tr>
<tr><td>3.</td><td>SIMPLE PRESENT
He never goes home</td><td>PRESENT PERFECT
Before he has finished his work</td></tr>
<tr><td>II.</td><td colspan="2">Sequence with the future tenses in the main clause</td></tr>
<tr><td>1.</td><td>FUTURE
-I'm going to wait
-We will go</td><td>PRESENT PERFECT
Until you have finished your work
as soon as you have finished your work.</td></tr>
<tr><td>2.</td><td>FUTURE</td><td>PRESENT SIMPLE</td></tr>
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</td>
<td>8 mins</td>
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</table>

	We will go	When you finish your work.
3.	FUTURE PERFECT	PRESENT SIMPLE
	We'll have already finished the work	when you get back
III.	Sequence with the past tenses in the main clause	
1.	PAST	PAST
	I sat near the window	Whenever I took a bus
2.	PAST CONTINUOUS	PAST SIMPLE
	PAST SIMPLE	PAST CONTINUOUS
	It was raining hard	When I got there
	I met him	While I was walking down the street
3.	PAST	PAST PERFECT
	PAST PERFECT	PAST
	He left	After he had finished his work
	The train had already left	When I arrived
IV.	Sequence with the present perfect tenses in the main clause	
1.	PRESENT PERFECT	PRESENT PERFECT
	I have left much better	since I have been here
2.	PRESENT PERFECT	PAST SIMPLE
	She has played the piano	since she was a child

10mins

*Note:

1. The adverbial Clauses of time are introduced by the following conjunctions When, Whenever, before, after, since, as, as soon as, while, till, until, just as, as long as
2. There must be sequence of tenses between main clauses and adverbial clauses of time
3. There are no future tenses in the adverbial clauses of time

3. Practice 1

Activity 1: Choose the best answer

- Put Ss imto pairs
- Ask them to choose the correct answers.

○ Once you............ how to ride a bike you never forget it.

12 mins

	A. know B. knew C. will know o We...........my parents every week since we bought the car. A. had visited B. will C. visit o It will be ages until we...........again. A. will meet B. are meeting C. meet o After I ....school, I went to America A. had finished B. have finished C. would finish o He was watching TV ....the burglar alarm went off. A. when B. after C. since o Don't get off a bus...........it is still moving A. whenever B. while C. until D. before o Until I ....in VN, I had never known hot weather. A. lived B. had lived C. live o I'd like to go for a walk once the rain............ A. has stopped B. stopped C. will stop * Key 1. B 2. A 3. C 4. A 5. A 6. B 7. A 8. A **Activity 2:** Put the verbs in brackets into the correct tense O: Tell us what happened to you yesterday. o: I (1. walk) along Piccadilly when I (2. realize) that a man with a black beard, whom I (3. see) three times already that afternoon, (4. follow) me. I (5. be) very annoyed, and at last I (6. stop) him and (7. ask) him why he (8. follow) me. The man (9. apologize) and (10. tell) me he (11. mistake) me for one of his friends. Key: 1. was walking 2. realized 3. had seen 4. was following 5. was 6. stopped 7. asked 8. had been following 9. apologized 10. had mistaken 11. had mistaken	**4 mins**
4. Further practice	**Writing** **- Ask Ss to rewrite the following sentences, using the words in the brackets)**	

	1. I left school. Then I went to America.(after) 2. He did military service. Then he went to university.(after) 3. You were reading a newspaper. I was writing a letter.(while) 4. I get older. I get more optimistic.(as) 5. I start work. Mary always arrives soon after that.(just as) 6. Don't forget to signal. You are turning right.(when) 7. You've passed your test. I'll let you drive my car.(once) 8. I've known her. We were at school together.(since) 9. You're not going home. You've finished that report.(till) 10. I left home. I began to understand how important my family was. (not until) **Suggested answer:** 1. After I left school, I went to America. 2. After he did military service, he went to university. 3. While you were reading a newspaper, I was writing a letter. 4. As I get older, I get more optimistic. 5. Mary always arrives just as I start work. 6. Don't forget to signal when you are turning right. 7. Once you've passed your test, I'll let you drive my car. 8. I've known her since we were at school together. 9. You're not going home till you've finished that report. 10. Not until I left home did I begin to understand how important my family was.	**4 mins**
5. Presen-tation 2	**The rising-falling tune** Show a poster of the sentences with the rising-falling tune. 1. Do you live in the ↗city or the ↘country?	**1 min**

	2. Would you like ↗tea or ↘coffee? 3. Are you a ↗teacher or an ↘engineer? 4. He bought a ↗cup and some ↘nuts. 5. He bought a ↗cup, some ↗nuts and more ↘honey.	
6. Practice 2	**- Ask: When do you read the sentences with the rising-falling tune?** **- Answer: In "or-question", in making a list** Practice: Ask Ss to read the sentences with the rising-falling tune. (Textbook-Page 167)	
7. Home work	- Ask Ss to do the exercises 1, 2, 3 (Textbook – page 167, 168, 169)	